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ABSTRACT

The report attempts to summarize and update the desegregation activities required by the settlement of the Mona Bronson vs. the Cincinnati Board of Education litigation in 1984. It is meant to serve as both an historic documentation of the efforts of the school district to fulfill the stipulations of the settlement and as an evaluation of the outcome of those efforts. The Taeuber Index of Dissimilarity is used to measure results. A sizeable drop of nearly four points at the elementary level has been tempered by a "zero gain" at the secondary level. Another critical program, the Lowest Achieving Schools (LAST), had mixed results after its second year of operation, though most of the seven schools involved are showing improvement. The following issues are discussed in the report: (1) alternative schools; (2) open enrollment programs; (3) staff racial balance; (4) tests and policies; (5) isolation within buildings; (6) improvements in low achieving schools; (7) extracurricular activities; and (8) district/city housing. Tables and statistics are included, along with the text of the settlement agreement, settlement agreement status reports and management plan for settlement activities. (PS)

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BRONSON SETTLEMENT
1985-86

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BRONSON SETTLEMENT REVIEW

YEAR TWO 1985-86

Report of the Facilitator
Robert W. Evans, Ph.D.

Ronald H. Nieman, Evaluator

December, 1986

TABLE OF CONTENTS

Page

Executive Summary iii

Taeuber Index 1

Alternative Schools 5
  Summary, 1985-86 5
  Alternative Program Descriptions 8
    Alternative Programs, 1985-86 9
    Alternative Programs, 1986-87 15

Open Enrollment Program 19

Staff Racial Balance. 19

Unbiased Tests and Policies 23
  Suspension and Expulsion Policy. 23
  Standardized Test Policy 25

Isolation Within Buildings. 26

Improvements in Low Achieving Schools 36
  Program Background 36
  Goals. 38
  Facilitator Involvement Background 39
  Results. 39
    California Achievement Test (CAT) 39
    Surveys 47
    Attendance. 50
    Rank Order At And Above Median. 52
  Discussion and Recommendations 53

Extracurricular Activities. 56

District/City Housing Activities. 57

Discussion. 59
  Management Plan of Settlement Activities 59
  A Community Concern. 60
  A Second Community Concern - Improved Quality Indicators for Injured Class. 62
  A Third Community Concern - The School Principal's Role in the Settlement. 63
  Final Community Concern - Site Selection for Alternative Schools 65

Conclusion. 66

Tables

1. Cincinnati Public Schools, Taeuber Index Data, Settlement Goal Accomplishment to Date, November, 1986. . . . 5

TABLE OF CONTENTS

(Continued)

Page

Tables (Continued)

2. Alternative Program Membership Distribution and Percent of Black Students, November, 1985 6
3. Comparison of Percentages of Black Membership and Deviation from Guideline Range, November, 1984 and November, 1985. 7
4. Alternative Program Enrollment Report, September, 1986 . 16
5. Number of Suspensions and Expulsions by School Level and Race, 1983-86 24
6. Comparison of Percent At And Above the National Norm for Low Achieving Schools, 1983 to 1986 41
7. Achievement Status and Gains in Reading and Math for Low Achieving Schools, Matched and Promoted Students, 1985-86 43
8. Percent Quarterly Attendance, 1984-85 and 1985-86, LAST Schools. 51
9. Rank Order, Percent At And Above Median, CAT, 1986 . . . 52

Figures

1. CAT 86 Read/Last 45
2. CAT 86 Math/Last 46

Appendices

A. Settlement Agreement and Supplement
B. Budget
C. Average Daily Membership During the First Full Week in October, 1986 (October 6-10)
D. Evaluation of Alternative Programs, 1985-86
1986-87 Alternative Program Enrollment Report
E. Cumulative Report - Open Enrollment Transfers - Secondary and Elementary Schools - 1985 and 1986
F. Summary of Suspensions and Expulsions, 1985-86
G. Assessment of Standardized Testing
H. Isolation Through Placement of Choice Within Buildings - Policies and Procedures
I. Low-Achieving Schools Evaluation, 1985-86
J. Management Plan for Settlement Activities
Settlement Agreement Status Reports, 9/85 - 8/86
Minutes of Communitywide Task Force, 9/85 - 8/86
K. Walnut Hills High School, Minority Acceleration Program (MAP)

Executive Summary

This report attempts to summarize and update the activities required by the settlement of the Mona Bronson vs. the Cincinnati Board of Education litigation (See Appendix A). It is meant to serve both as an historic documentation of the efforts of the school district to fulfill the stipulations of the settlement and as an evaluation of the outcomes of those efforts. Judgments have not been made in this report regarding the wisdom of the decisions surrounding district efforts; when appropriate, the outcomes have been judged to be either "On" or "Off" schedule. It is anticipated that a mid-settlement hearing will be held during December, 1987, and it would seem more appropriate at that time for any subjective analysis of district efforts to be made. Such timing would allow development of district thrusts and plans yet still provide opportunities, if needed, for new or additional programming.

The critical issue of Taeuber Index reduction reflects mixed results. A sizeable drop of nearly four points at the elementary level has been tempered by virtually a "zero gain" at the secondary level. According to the district's own analysis, the elementary Taeuber dropped 3.9 points; the secondary showed a junior high level loss of 1.3 points largely because of the internal transfer of 200 ninth grade students (predominantly black) to senior high, which gained 1.9 points.

Another critical issue, the Lowest Achieving Schools (LAST), was examined in some depth in June, 1986, with a separate interim report provided by the Facilitator. This program also had rather mixed results after its second year of operation. The program itself, however, appears to be educationally sound as most of the seven schools are showing improvement. The district's central administration is studying the slower moving schools to attempt to identify possible causes for the wide variation in improvement among the seven LAST schools.

Each of the other areas of concern known to the Facilitator is discussed under one of the major sections of this report which follows. In general, it is the opinion of this office that reasonable progress has been demonstrated by the district towards the goals set by the Bronson Settlement.

BRONSON SETTLEMENT
Annual Report of the Facilitator
1985-86

1. Taeuber Index

Although every part of the Settlement Agreement is important, the Taeuber Index undoubtedly has the distinction of being thought of as the most critical. It is clearly understood by all parties that the Index must reach a carefully negotiated level by September, 1991 (See Table 1). At the time of the agreement in 1984, it was recognized as an ambitious goal which would require the best of cooperation from all quarters. The challenge was willingly accepted by the administration and Board as a priority which was of equal or superior importance when compared with any other system goal.

It is important to understand, however, that the Taeuber Index is not something that is influenced in isolation from other community and district priorities. Virtually everything that happens or has happened influences the Taeuber Index. If landlords decide to close housing in favor of developing business complexes, the displacement of the families affected by their decisions will probably influence the Index; temporary high mobility of some families may be the deciding factor in their opting for alternative enrollment simply to eliminate the school-change trauma for their children; budget decisions based strictly on sound fiscal responsibility may do more to enhance or detract from the appeal of an alternative program than all the educational benefits describable.

The Index is merely a gross reflection of how well all of the actions/non-actions taken by the community have come together to improve the racial balance of its schools. Unfortunately, the actions other than those of the school district are well beyond the scope of this report, but some specific examples of district actions should be mentioned at this point to serve as a background for the "numbers" which will follow.

Judging by the dollar amounts budgeted and approved for alternative schools and open enrollment (See Appendix B - Budget), the school district has followed through on its financial commitment. In addition, the conscientious redistricting of neighborhoods after school closings, the reluctance to close well-integrated schools, and the continual search for new alternative programs to capture the interest of those families not yet participating all serve as an open record of the efforts of the district to improve racial balance.

There are, however, some cross-purpose efforts that may be highly commendable for their academic merit, but that either have, or, if plans are approved, will have the effect of making the neighborhood school more attractive than the alternative. For example, suggested plans to operate all-day kindergarten in all district elementary schools would tend to convince many parents that the selection of an alternative program could be delayed, at least until the first grade. Further, special supplementary fund projects like the Urban Education Demonstration Project, LAST schools (ironically required by the Settlement), and the Chapter 1 Reading Project, Growth in Academic Performance, offer exciting educational packages that could convince many parents that the neighborhood school is better than any other; and judging by the achievement test results, they may well be right!

Similarly, a smaller than requested transportation budget (which compounded the problems of already overly taxed bus schedules) may be financially wise for this year. However, the inconvenience of long bus rides and waits could convince parents/ students to re-think their choice not only for the present, but in the future as well. It must be remembered that the alternative programs are strictly voluntary, and for many, even attendance in the public schools is optional.

The Taeuber Index is affected by all of the above; it is merely the barometer reacting to its environment of thousands of seemingly unrelated, even trivial, decisions made by everyone in the community. The Board obviously cannot control all of these influences, but the implications of the long range impact of their key decisions must be another high priority. In much the same way that the EPA requires "Environmental Impact Studies," the Board may want to consider "Taeuber Index Impact Studies" before approving any submitted plans.

With the preceding as a background, let us examine the Taeuber Index for the city of Cincinnati, using the black/white membership of its public schools as the input variable. The summary data on the Taeuber Index are presented in Table 1. These index values were computed from the official school enrollment counts made each year during the first full week of October (See Appendix C).

A comparison of the 1986-87 school year Index values with those for 1985-86 indicates a sizeable reduction of 3.9 points at the elementary level, a reduction of 1.3 points at the junior/

middle level, and an increase of 1.9 points at the senior high level. Combined with reductions from previous years, the district has now achieved 50% of the minimum Index reduction needed at the elementary level to satisfy the goal of the Bronson Settlement Agreement. Approximately 35% of the minimum reductions have been achieved in junior/middle and senior high schools. Although not required by the Settlement Agreement, on a pro-rated basis they should have achieved 43% of the reductions during this year.

As reported by Dr. Jack Lewis, Director of Long Range Planning for the district, the major known factors contributing to Index changes at the elementary level since 1985-86 appear to be the new alternative program at Roll Hill, the related redistribution of students from the Roll Hill neighborhood, and an increase in the number of students in open enrollment. Contributing factors at the junior/middle level include an increase in the number of open enrollment students and the reassignment of grade nine students at Bloom and Porter to Taft High School. The effect of the new Paideia program at Shroder is still unknown at this time. Much of the increase at the senior high level was due to the placement of grade nine students (predominantly black) at Taft High School.

A detailed study is being conducted by Dr. Lewis to identify additional variables affecting the Index, but this study will not be completed until later this school year. Included in this study will be the separated Taeuber Index which treats alternative programs and traditional programs sharing the same building as two separate schools. The district agreed to furnish both the combined and separated Taeuber statistics in an understanding reached in court in October of 1985 (See Appendix A).

Table 1. Cincinnati Public Schools, Taeuber Index Data, Settlement Goal Accomplishment to Date, November, 1986.

Level	1983-84	1985-86	1986-87	Change 1985-86 to 1986-87	Change 1983-84 to 1986-87	Drop Needed for Goal	% Goal Attained
Elementary	52.9	48.6	44.7	-3.9	-8.2	16.4	50%
Junior/Middle	43.8	42.4	41.1	-1.3	-2.7	7.8	34.6%
Senior High	42.3	37.5	39.4	+1.9	-2.9	8.3	34.9%

2. Alternative Schools

Summary, 1985-86

If the Taeuber Index is the most critical issue of the Settlement Agreement, then alternative schools have emerged as the most essential activity. It is upon the success of the CPS alternative programs that the Index largely depends. Consequently, it is imperative that appropriate emphasis and commitment be placed upon the planning, funding, recruitment, and implementation of the alternative education programs in Cincinnati.

The data on file in the school district office (See Table 2) show that at an additional cost to the district of $5.5 million, a total of 15,518 students attended 47 alternative programs in 1985-86, which was about 1,100 more enrollees than the previous year. The overall racial composition of these students was 57% black and 43% white, with approximately 72% of the programs achieving at least the racial balance (30-70% black enrollment) set by the district. Since most desegregation remedies allow a plus or minus 15% deviation, the racial balance of the alternative programs exceed general policy (See Table 3).

Table 2. Alternative Program Membership Distribution and Percent of Black Students, November, 1985.

Program/Location		*Black*	*White*	*Total*	*Percent Black*
Applied Arts Academy					
Oyler	(4-6)	25	161	186	13.44%
Academy of World Languages					
Schiel	(K-4)	46	33	79	58.23
Elementary College Preparatory					
Anderson Place	(4-6)	34	50	84	40.48
Bond Hill	(4-6)	69	1	70	98.57
Burton	(4-6)	49	0	49	100.00
Covedale	(4-6)	68	173	241	28.22
Pleasant Hill	(4-6)	90	48	138	65.22
Roselawn/Condon	(4-6)	172	93	265	64.91
Elementary Individually Guided Education					
Eastern Hills	(K-8)	356	316	672	52.98
Heinold	(K-8)	354	220	574	61.67
North Avondale	(4-6)	123	8	131	93.89
Silverton	(K-6)	385	75	460	83.70
Woodford	(K-3)	245	170	415	59.04
Elementary Academy of Mathematics and Science					
Rockdale	(4-6)	74	3	77	96.10
Extended Day Enrichment Program					
Heberle	(K-6)	25	30	55	45.45
French Bilingual					
Carthage	(K-5)	220	169	389	56.56
Midway	(K-5)	105	168	273	38.46
Mt. Washington	(K-3)	44	137	181	24.31
Fundamental Academy					
College Hill	(K-6)	303	232	535	56.64
Linwood	(K-6)	119	193	312	38.14
German Bilingual					
Fairview	(K-5)	257	315	572	44.93
Individual Progress and Social Impact Program					
Bramble	(K-3)	62	59	121	51.24
Pleasant Hill	(K-3)	221	97	318	69.50
Intermediate University Demonstration School					
Chase	(4-6)	412	303	715	57.62
Montessori					
North Avondale	(K-3)	214	134	348	61.49
Sands	(K-6)	324	325	649	49.92
Multi-Age					
Clifton	(K-6)	382	300	682	56.01
Primary Arts Enrichment					
Schiel	(K-3)	79	82	161	49.07
Primary Physical Education					
Winton Terrace	(k-3)	135	66	201	67.16
Reading/Language Arts Demonstration Center					
Douglass	(K-6)	499	164	663	75.26
Spanish Bilingual					
Cheviot	(K-2)	119	181	300	39.67
Hartwell	(K-5)	128	99	227	56.39
Mt. Airy	(K-5)	118	102	220	53.64
Pleasant Ridge	(K-5)	212	129	341	62.17
Swifton	(K-5)	59	51	110	53.64
Cincinnati Academy of Mathematics & Science					
Woodward	(7-12)	392	104	496	79.03
Cincinnati Academy of Physical Education					
CAPE	(4-12)	670	538	1208	55.46
Cincinnati Bilingual Academy					
Sawyer	(6-8)	223	161	384	58.07
City-Wide Learning Community					
Hughes	(9-12)	58	42	100	58.00
Computers Unlimited					
Hughes	(9-12)	138	162	300	46.00
International Studies Academy					
Withrow	(9-12)	354	168	522	67.82
Junior High College Readiness					
Dater	(7-9)	61	60	121	50.41
Peoples	(7-8)	91	21	112	81.25
Porter	(7-9)	123	48	171	71.93
Schwab	(7-8)	63	45	108	58.33
Shroder	(7-9)	44	11	55	80.00
School for Creative and Performing Arts					
SCPA	(4-12)	516	611	1127	45.79
TOTAL		*8860*	*6658*	*15,518*	*57.10*

Table 3. Percent of Black Membership and Deviation from Guideline Range for Programs NOT Meeting Guidelines, November, 1984 and November, 1985.

	November 1984		November 1985	
Program/Location	% Black	% Deviation	% Black	% Deviation
Applied Arts Academy				
Oyler	13.2%	16.8%	13.4%	16.6%
Elementary College Preparatory				
Bond Hill	97.6	27.6	98.6	28.6
Burton	98.1	28.1	100.0	30.0
Covedale	33.3	None	28.2	1.8
Elementary Individually Guided Education				
North Avondale	91.7	21.7	93.9	23.9
Silverton	82.5	12.5	83.7	16.3
Elementary Academy of Mathematics and Science				
Rockdale	85.2	15.2	96.1	26.1
French Bilingual				
Mt. Washington	28.3	1.7	24.3	5.7
Reading/Language Arts				
Douglass	65.7	None	75.3	5.3
Cincinnati Academy of Mathematics and Science				
Woodward (CAMAS)	78.5	8.5	79.0	9.0
Junior High College Readiness				
Peoples	67.4	None	81.3	11.3
Porter	62.5	None	71.9	1.9
Shroder	85.9	15.9	80.0	10.0

In addition to their function of integrating the schools, the alternative programs report educational benefits as well. Quoting from the school system's "Evaluation of Alternative Programs" (See Appendix D), "Comparisons of the achievement on standardized tests between alternative and non-alternative program students show that a higher percentage of alternative program students scored in the above average stanines. A comparison between achievement scores in 1984-85 and 1985-86 shows that in 1985-86 in reading the alternative program students scored slightly higher; both groups scored slightly lower in mathematics. However, the expected gain based on national norms was almost achieved by both groups.

On attitudinal surveys, alternative program students and their teachers and parents demonstrated a more positive attitude toward interracial understanding, school in general, and school safety and discipline."

Alternative Program Descriptions

The Cincinnati Public Schools describes its alternative programs as follows:

ALTERNATIVE PROGRAMS, 1985-86

APPLIED ARTS ACADEMY

The Applied Arts Academy uses a hands-on approach to help youngsters in grades 4-6 acquire the awareness and the skills in fine and industrial arts, and to develop the individual character necessary to succeed in our technological world. In applied arts education, any specific skill or learning used in actual practice complements the strong program in basic skills. Whatever the topic--mathematics, history, reading, science--teachers include some application of that topic with their instruction so that students can see the connection between learning and the real world. A planned course of study stresses practical experiences that prepare students for a career in the work place.

BILINGUAL PROGRAMS

Cincinnati Public Schools' bilingual programs offer children the study of a foreign language and culture in Arabic, Chinese, French, German, Japanese, Russian, and Spanish. Students learn one of these languages in a structured and challenging academic environment. Most bilingual programs enroll children in kindergarten or first grade. At this early age, students are introduced to the foreign language in its spoken or conversational form. During periods devoted to language study, no English is used, immersing students in the language and building listening skills.

When a parent and a child select a foreign language program in the Cincinnati Public Schools, the child is able to pursue the selected language from kindergarten through grade twelve. From kindergarten through grade five, children attend one of eleven elementary schools offering the foreign language program.

In grade six, children from all of the elementary bilingual programs may attend the Cincinnati Bilingual Academy. As scheduling permits, they continue to receive content area instruction in the second language. A truly international flavor exists at the middle school as students have cultural exposure and interaction with students who are studying other foreign languages.

The International Studies Academy is the choice of many students as they enter high school at grade nine. Here the global perspective of the students' educational program is strengthened through advanced training in foreign language and emphasis on world issues. Some students may elect the academically demanding International Baccalaureate Program which leads to a degree that is recognized in many countries around the world.

CHASE INTERMEDIATE DEMONSTRATION CENTER

Chase Intermediate Demonstration Center's close relationship with the University of Cincinnati gives this alternative program some distinct advantages. The large number of university students in the classroom lowers the ratio of students to adults. University professors teach classes, and put on demonstration lessons using effective and successful teaching techniques. Regular meetings and training sessions with the Chase staff and professors introduce fresh ideas and keep the Chase staff informed of the latest teaching strategies. Lessons are taught in traditional closed classrooms as well as in contemporary open instructional areas.

CINCINNATI ACADEMY OF MATHEMATICS AND SCIENCE

The fields of science and engineering are highly competitive, produce jobs that are continually in demand, and provide many financial advantages. The Cincinnati Academy of Mathematics and Science's curriculum, therefore, is structured around three basic areas necessary to face these challenges - biomedical, engineering, and technical. The academy helps students acquire specific skills unique to science and mathematics by concentrating on these areas in other disciplines. As theories and concepts of science and mathematics are studied, related concepts in English, foreign languages, and social studies are examined. Classroom studies are supported by field trips, advanced equipment and supplies, summer employment, and advanced placement courses.

CINCINNATI ACADEMY OF PHYSICAL EDUCATION

The Cincinnati Academy of Physical Education (CAPE) offers students a strong academic program and an enthusiastic program of physical development. CAPE's academic program extends beyond the basics. Four years of English, three years of mathematics, science, and social studies, as well as foreign language, business, college preparatory, and advanced placement programs give students the knowledge, skills, and discipline necessary to pursue a college education. The physical development program emphasizes individual and dual sports. It is designed to give all students a chance to achieve through organized team athletics. Students participate in a variety of team sports, including football, volleyball, basketball, baseball, gymnastics, soccer, and archery.

CINCINNATI ACADEMY OF PHYSICAL EDUCATION PRIMARY SCHOOL

A program in physical education is vital to the development of children and strongly enhances basic learning. The broad goals of the Cincinnati Academy of Physical Education Primary School are to develop students' learning skills and to increase body awareness, develop basic motor skills and coordination, build self-confidence, and provide opportunities for promoting good sportsmanship and self-expression. Students receive a general physical education period daily and a special physical education period every other day.

CITY-WIDE LEARNING COMMUNITY

This alternative program offers classes that are community-based using the resources of the city as information sources. Students study government by participating in pushing legislation through the Cincinnati City Council, and journalism by writing newspaper articles for publication. Flexible schedules allow for mentor learning and independent study, and enrollment in university classes for high school credit is available. Tele-conferencing reaches beyond the city. Experts such as government leaders and journalists from the national scene visit the City-Wide classroom to answer questions and share ideas through an amplified telephone and microphone.

COMPUTERS UNLIMITED

Students in the Computers Unlimited program use the computer as a tool for learning in order to live and work more effectively in today's computer oriented world. English, science, social studies, and mathematics are taught with the aid of computers. All students take introductory courses in basic programming and in several languages including Pascal, FORTRAN, and COBOL. They also learn to use practical applications of programming, such as word processing, information search and retrieval, and forecasting. As in all Cincinnati Public Schools, students are thoroughly trained in basic skills. Graduates are qualified to enter training positions in business and industry, or can continue into college-level computer science courses.

ELEMENTARY COLLEGE PREPARATORY

In the Elementary College Preparatory program, students of average or above average ability develop proficiency in the basics of reading, writing, and mathematics. Opportunities are provided in all areas of study to increase comprehension abilities and broaden critical reading and research skills. The study of Latin improves and expands English vocabulary and helps students gain an appreciation for our classical heritage. Students also receive accelerated instruction in the areas of science, social studies, oral and written communications, various art forms, and physical education. Students entering the program should be performing on an average or above average ability.

ELEMENTARY INDIVIDUALLY GUIDED EDUCATION (IGE)

The Individually Guided Education program, offered at five schools, gives children individual instruction and flexible programming to meet varying needs. This non-graded learning community, based on communication of staff-parent-children-community, offers broad learning experiences through a team effort in program planning. Each child is tested in reading and mathematics when he/she enters the program. Students then work individually, as well as in small groups of similar ability. Student progress is determined through regular testing and observations. Smaller class sizes and teacher aides allow teachers to address the needs of each child.

ELEMENTARY MATH AND SCIENCE ACADEMY

Students in this alternative program learn the basics they need to build upon when developing the skills necessary for our technological society. While daily lessons with a strong emphasis on mathematics and science are the major focus of the program, additional emphasis is placed on maintaining high skill levels in other basic areas. As mathematics and science concepts are taught, related social studies, reading and language arts, and health concepts are examined. Part of a special curriculum includes a collaboration with the Cincinnati Zoo. Once a week an instructor from the zoo conducts a life science course for students. They then visit the zoo to do follow-up investigations and research. Rockdale's Partner-in-Education, Children's Hospital Medical Center, works closely with the school providing up-to-date instruction in the science and medical fields.

EXTENDED DAY PROGRAM

The Extended Day program is designed to provide a safe, consistent environment for children of working parents before and after school hours. The program offers children learning activities which support the solid education of the regular academic program. The relaxed working atmosphere of the Extended Day program fosters special interests and talents and encourages academic achievement. The program helps children improve academically and grow socially, emotionally, and physically. Special highlights include academic activities, tutorial assistance, and enrichment activities in art, drama, and computer use.

FUNDAMENTAL ACADEMY

Three special features make the Fundamental Academy unique: 1) a strong basic instructional program in reading, writing, mathematics, and science; 2) a clearly defined code of conduct; and 3) a modified dress code. The program accepts children who thrive in a highly-structured environment, are reasonably well disciplined, have good work habits, complete homework assignments regularly, and have parents who understand and support the fundamental academy.

INDIVIDUAL PROGRESS AND SOCIAL IMPACT PROGRAM (IPSIP)

In the Individual Progress and Social Impact program, student development of social awareness and attitudes toward school, community, and self are stressed. The program is set up to provide interracial, intercultural understanding and enriching ethnic experiences. IPSIP's philosophy is based on the idea that children need a wide range of activities to acquire social perceptions and a positive self-image, in addition to the tools of learning. Reading and mathematics are stressed in the academic program. Human relations and parent involvement are part of the program.

INTERNATIONAL STUDIES ACADEMY

The International Studies Academy at Withrow High School is based on the belief that an understanding of one's place in the world demands an international perspective. The program focuses on developing skills for critical thinking, improving skills for communication in mathematics, science, one's native language, foreign language, and the humanities.

The ISA has three components:

International Baccalaureate
(Preparation Grades 9-10; Advanced Study Grades 11-12)

This is an advanced placement program where students can earn advanced credits for up to one year at colleges and universities in Canada and the United States. The curriculum is that of a comprehensive high school liberal arts education. The IB offices in Geneva, Switzerland and Southhampton, Great Britain are responsible for program review and for preparing and grading all external examinations.

International Studies Program
(Grades 9-12)

For students of average or above average ability, the International Studies Program features include an emphasis on world literature, experience in the unified approach to mathematics, and a sequential study of natural and social sciences.

English As A Second Language

This program offers instruction for foreign born students with limited English proficiency. It provides classes to students from more than 15 different countries.

JUNIOR HIGH COLLEGE READINESS

Offered at five locations, the Junior High College Readiness program stresses the improvement in basic skills in mathematics and English and offers career orientation and development. The program is designed for children who want to enter a college preparatory program in high school, but need encouragement and individual attention to strengthen their basic skills. Self-contained classrooms and team teaching are part of the program. Students entering the program should be performing on at least an average or above average ability.

MONTESSORI

This teaching method, developed by Maria Montessori nearly 80 years ago, provides students with experiences in self-expression and exploration. The growth and development of the individual child, the whole child - within the social environment of the school - is emphasized. Children use many learning materials not common in traditional classrooms. The materials are designed so that children can use them on their own in an activity that is most interesting to them. Montessori education offers training in basic skills. The curriculum allows children to learn according to their needs, curiosities, and culture. The child receives both individual and group instruction and enrichment supporting the child's own discovery of his/her world.

MULTI-AGE, NON-GRADED

The Multi-Age program at Clifton School recognizes the benefits of educating children of different ages together according to their functional level. In this non-graded program, students work at grade level, above grade level, and below grade level, depending on each student's greatest need. The multi-age groupings, by levels in mathematics and reading, allow children to learn from each other as well as from a teacher. Multi-age education permits adjusting teaching methods to meet differing social, mental, and physical capabilities.

PRIMARY SCHOOL FOR ARTS ENRICHMENT

The Primary School for Arts Enrichment offers a strong academic program as well as a well-rounded program in art, music, movement, drama, and creative writing. The focus of the program, as in any primary program, is to develop broad learning skills, positive attitudes, and a basic foundation in reading and mathematics. The program provides opportunities for children to use their talents and creativity. Children receive instruction two periods a week from specialists in each portion of the arts program - visual arts, music, Suzuki violin, and physical education/movement and dance. The school is supported with musical instruments, special equipment, and supplies.

READING/LANGUAGE ARTS DEMONSTRATION CENTER

The Reading/Language Arts Demonstration Center emphasizes the communication arts - reading, writing, listening, and speaking. The components of the program are (1) The Reading Intervention Center for those students who are experiencing reading difficulties and meet the established entry criteria; (2) EXCELL! for those students who require an enriched reading and mathematics curriculum; and (3) finally, an academic program emphasizing excellence in reading/language arts for all students. Opportunities abound for students to master and practice communications skills through such activities as a weekly school-wide broadcast, the Young Writers Exposition, The Great Books Program, and a quarterly literary magazine publishing students' writing. Students are exposed to experts in the area of communication through the visits of artists and the members of the Communication Arts Advisory Board. This intensive reading/language arts curriculum is supported by a strong mathematics and science program.

SCHOOL FOR THE CREATIVE AND PERFORMING ARTS

The School for the Creative and Performing Arts (SCPA) is a unique school where young people with special talents in the arts have the opportunity to develop their artistic skills and academic knowledge within the same school setting. SCPA's intensive intellectual, creative, and artistic programs help students acquire the self-discipline, integrity, physical and mental labor to succeed, not only as artists in competitive fields, but as professionals in other fields - architecture, computer science, medicine, and education. The school offers study in visual arts, dance, drama, music, and creative writing, as well as a strong basic instructional program that includes a full college preparatory curriculum. In 1984-85 SCPA was one of the schools selected to receive National recognition for merit by the U.S. Department of Education.

ALTERNATIVE PROGRAMS, 1986-87

One new program, the Paideia Critical Thinking School, which is based upon Mortimer Adler's concepts for developing the intellectual skills of learning and thinking, was added for 1986-87 at the former Shroder Junior High School site.

Preliminary September, 1986 enrollment data, which will be updated in December, shows that approximately 16,392 students are attending alternative programs in 1986-87. This is an increase of more than 800 when compared with the 1985-86 final enrollment figures (See Table 4, Alternative Program Enrollment Report, September, 1986). Holding other variables constant, it is consistent with the level of annual increase necessary to reduce the Taeuber evenly over the remaining years of the agreement. The organization and planning required to produce this caliber of improvement again for 1987-88 appears to be a continuing process.

Table 4. Alternative Program Enrollment Report, September, 1986.

SCHOOL/PROGRAM	BLACK	NON-BLACK	TOTAL	% BLACK
Bramble, IPSIP	59	66	125	47.2
Bond Hill, College Prep	72	3	75	96.0
Carthage, French Bilingual	181	129	310	58.4
Cheviot, Spanish Bilingual	114	236	350	32.6
College Hill, Fundamental Academy	331	265	607	54.5
Covedale, College Prep	75	171	246	30.5
Clifton, Multi-Age	319	276	595	53.7
Douglass, Reading/Language Arts	371	214	585	63.5
Burton, College Prep	48	1	49	98.0
Fairview, German Bilingual	274	319	593	46.2
Pleasant Hill, IPSIP	223	126	349	63.9
Pleasant Hill, College Prep	94	53	147	63.9
Midway, French Bilingual	120	182	302	39.8
Hartwell, Spanish Bilingual	146	123	269	54.4
Linwood, Fundamental Academy	127	191	318	40.0
Heberle, Extended Day	45	49	94	47.9
Anderson Place, College Prep	28	51	79	35.5
Mt. Airy, Spanish Bilingual	141	136	277	51.0
Mt. Washington, French Bilingual	42	189	231	18.2

Table 4. (Continued)

SCHOOL/PROGRAM	BLACK	NON-BLACK	TOTAL	% BLACK
North Avondale, I.G.E.	15	8	23	65.3
North Avondale, Montessori	195	185	380	51.3
Swifton, Spanish Bilingual	58	58	116	50.0
Pleasant Ridge, Spanish Bilingual	223	189	412	54.0
Rockdale, Math & Science Academy	67	12	79	84.9
Roselawn/Condon, College Prep	164	129	293	56.0
Silverton, I.G.E.	298	80	378	78.9
Sands, Montessori	334	351	685	48.8
Schiel, Primary Arts Enrichment	145	143	288	50.4
Schiel, Academy of World Languages	72	58	130	55.4
Winton Terrace, Primary Physical Education	188	187	375	50.1
Oyler, Applied Arts Academy	18	130	148	12.2
Eastern Hills, I.G.E.	329	362	691	47.7
Woodford, I.G.E.	217	211	428	50.8
Chase, Demonstration School	238	209	447	53.3
Schwab, College Readiness	56	38	94	66.0
S.C.P.A.	587	670	1257	46.6
Sawyer, Bilingual Middle School	164	134	298	55.1
Shroder, Paideia School	96	91	187	51.3
Peoples, College Readiness	82	28	110	73.2
Heinold, I.G.E.	354	205	565	62.7

Table 4. (Continued)

SCHOOL/PROGRAM	BLACK	NON-BLACK	TOTAL	% BLACK
Porter, College Readiness	101	43	144	69.6
Dater, College Readiness	72	78	152	49.4
C.A.P.E.	756	650	1406	53.7
Hughes, City-Wide	69	40	109	63.6
Hughes, Computers Unlimited	238	218	456	52.2
Withrow, I.S.A.	328	203	531	62.0
Woodward, CAMAS	393	142	535	73.7
Roll Hill, Reading/Language Arts	214	179	393	54.4

Black	8,581
Non-Black	7,811
	16,392
Open Enrollment	1,300
	17,692

NOTE: Data reported on the September enrollment will change because of no-show, withdrawals, and late acceptances. This report will be up-dated and distributed in December.

3. Open Enrollment Program

The Open Enrollment Program of CPS provides an opportunity for parents to enroll their children in any school in the system so long as that enrollment does not increase racial isolation in either the sending or receiving school. It is basically a transfer from one's own neighborhood school to another in a different neighborhood. It is, in reality, another alternative education choice.

This program is now thirteen years old. The Alternative School Program has been established and now provides the largest means of access to programs outside the neighborhood, but open enrollment continues to serve Cincinnati students. During the 1985-86 school year, 1077 students participated in the program. The racial composition of these students was 1045 black and 32 white, which continues the trend of overwhelming black utilization (See Appendix E for individual school data).

4. Staff Racial Balance

The Cincinnati Board of Education passed on January 14, 1974, a policy designed to provide a racial balance of teachers substantially approximating the balance of the teaching staff as a whole. Analysis of the data show the district to be in compliance in all schools except Sands Montessori, where steps continue to be taken to produce more minority Montessori teachers.

To comply with the Cincinnati Board of Education's resolution on teaching staff racial balance, it is the objective of the Staff Racial Balance Program to have the ratio of Black and White teachers on the faculty of each school be within plus or minus five percent of the ratio for classroom teachers in the district. Separate ratios are calculated for elementary and secondary schools. The method of calculation uses the number and percent of Black teachers in each school. The percent of Black teachers in the district for 1986-87 is thirty-three at the elementary and middle school level and twenty-eight at the junior and senior high school level. Each school is listed with the number of teachers on the staff, the number of Black teachers and the numbers needed to reach the minimum, mean and maximum as defined by the Board's resolution. These three calculations are rounded to the nearest whole number.

School	Total Teaching Staff	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Aiken	87.69	28	20	25	29
Anderson Place	32.17	12	9	11	12
Bloom	35	10.5	10	12	13
Bond Hill	21.17	7	6	7	8
Bramble	16.5	5	5	5	6
Burton	24.67	9	7	8	10
C.A.P.E.	73	19	17	20	24
CAPE Primary	14	4	4	5	5
Carson	21.5	6	6	7	8
Carthage	19	6	5	6	7
Central Fairmount	26.5	9	8	9	10
Chase	37	13	10	12	14
Cheviot	21	7	6	7	8
Clifton	31	10	9	10	12
College Hill	24	9	7	8	9
Covedale	25.17	8.5	7	8	10
Crest Hills	24.5	9.5	7	8	9
Dater	50	12	12	14	17
Douglass	39	12	11	13	15
Eastern Hills	37	11	10	12	14
Fairview	27	9	8	9	10
Gamble	39	11	11	13	15

School	Total Teaching Staff	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Hartwell	28	8	8	9	11
Hays	25.5	8.5	7	8	10
Heberle	32	11	9	11	12
Heinold	39	13	11	13	15
Hoffman	18.5	7	5	6	7
Hughes	96.4	27	22	27	32
Hyde Park	18	6	5	6	7
Kilgour	16.5	5.5	5	5	6
Kirby Road	21.5	8	6	7	8
Linwood	15.5	6	4	5	6
Losantiville	20.3	6	6	7	8
McKinley	16.5	5.5	5	5	6
Merry	48	14	13	16	18
Midway	24	7.5	7	8	9
Millvale	17	6	5	6	6
Mt. Airy	26.5	9	7	9	10
Mt. Washington	26	8	7	9	10
North Avondale	27	8	8	9	10
North Fairmount	22	8	6	7	8
Oyler	27.5	9	8	9	10
Parham	22.5	6.5	6	7	9
Peoples	49	14	14	16	19
Pleasant Hill	29.1	10	8	10	11
Pleasant Ridge	31.3	11	9	10	12
Porter	31	10.5	9	10	12
Quebec Heights	33.5	11	9	11	13
Roberts	45	10	10	13	15
Rockdale	31	10.5	9	10	12
Roll Hill	24	7.5	7	8	9
Roosevelt	19	6	5	6	7
Roselawn-Condon	45.16	14	13	15	17
Rothenberg	29	9.5	8	10	11
S.C.P.A.	59	14	14	17	19
Sands Montessori	31	7	9	10	12
Sawyer C.B.A.	20.5	8	6	7	8
Sayler Park	20	7	6	7	8
Schiel (PSAE/AWL)	24.9	9	7	8	10
Schwab	50.2	14	14	17	19
Shroder	17	4	4	5	6
Silverton	24	8	7	8	9
South Avondale	21.5	7.5	6	7	8
Swifton	17.7	6	5	6	6

School	Total Teaching Staff	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Taft	68.16	21.5	16	19	22
Taft Elem.	26	9	7	9	10
Vine	18.6	6	5	6	7
Walnut Hills	97	22	22	27	32
Washburn	25	9	7	8	10
Washington Park	27.5	9	8	9	10
Western Hills	122.69	28	28	34	40
Westwood	21.5	7	6	7	8
Whittier	32.5	10	9	11	12
Windsor	16.1	6	4	5	6
Winton Place	22.5	8	6	7	9
Withrow	124.70	32	29	35	41
Woodford	19	7	5	6	7
Woodward	97.33	25.67	22	27	32

5. Unbiased Tests and Policies

A. Suspension and Expulsion Policy

Pursuant to item six of the agreement, the district ad hoc discipline committee, with two members of the Community Task Force as participants, reviewed the district policies for needed changes. No recommendations were made for change in the policies for the 1985-86 school year.

However, concern by all parties was expressed at the number and disproportionate aspects of the suspension patterns. The committee chose to meet quarterly throughout the school year to attempt to identify trends, analyze causes, and suggest remedies. The summary of the statistics associated with the problem are:

1. The 10,215 suspensions that occurred in 1985-86 involved 6,429 students.
2. Seven hundred and forty-five (745) secondary students were suspended three or more times.
3. Three hundred and fifty-one (351) elementary students were suspended two or more times.
4. Sixty-four and six tenths per cent (64.6%) of the students suspended at the secondary level were black. The black enrollment at the secondary level was approximately 60%.
5. Seventy-five and six tenths per cent (75.6%) of the students suspended at the elementary level were black. The black enrollment at the elementary level was 57.54%.

Each principal was sent a list of the students suspended from his/her school in 1985-86. The names of students suspended multiple times were indicated. In a letter that accompanied the lists, it was suggested that a conference be held with these students and their parents and that referrals should be made to counselors and visiting teachers. At the secondary level for 1986-87, counselors will attend expulsion hearings when an alcohol/drug offense is the reason for the expulsion.

The following issues were discussed during the committee's deliberations and will be pursued during 1986-87:

1. Resources available, including elementary counselors, to prevent students from being suspended
2. The effect of suspension on the black male
3. Percentage of suspensions in district schools as compared to alternative schools
4. Corporal punishment

Table 5 contains the school level statistics for the district for both suspensions and expulsions during the period of September, 1983 through June, 1986. It is important to remember that many students are suspended more than once during a year, so that the number of students suspended is significantly lower than the number of suspensions.

Table 5. Number of Suspensions and Expulsions by School Level and Race, 1983-86. (See Appendix F for individual school/type of offense information.)

Suspensions for 1985-86

	Black Students	White Students	Others	Total
Senior High Schools	3,110	1,130	6	4,246
Junior-Middle Schools	2,126	1,718	6	3,850
Elementary Schools	1,604	503	12	2,119
System Total	6,840	3,351	24	10,215

Suspensions for 1984-85

	Black Students	White Students	Others	Total
Senior High Schools	3,058	1,156	10	4,224
Junior-Middle Schools	1,430	1,627	4	3,061
Elementary Schools	1,362	500	9	1,871
System Total	5,850	3,283	23	9,156

Table 5. (Continued)

Suspensions for 1983-84

	Black Students	White Students	Others	Total
Senior High Schools	2,959	1,322	5	4,286
Junior-Middle Schools	1,469	1,505	0	2,974
Elementary Schools	1,396	379	3	1,778
System Total	5,824	3,206	8	9,038

Expulsions for 1985-86

	Black Students	White Students	Others	Total
Senior High Schools	113	25	0	138
Junior-Middle Schools	85	63	0	148
Elementary Schools	14	1	0	15
System Total	212	89	0	301

Expulsions for 1984-85

	Black Students	White Students	Others	Total
Senior High Schools	159	61	0	220
Junior-Middle Schools	89	57	0	146
Elementary Schools	7	6	0	13
System Total	255	124	0	379

Expulsions for 1983-84

	Black Students	White Students	Others	Total
Senior High Schools	234	79	0	313
Junior-Middle Schools	122	51	0	173
Elementary Schools	13	2	0	15
System Total	369	132	0	501

B. Standardized Test Policy

The report of the district regarding its position on unbiased standardized tests was included in the 1984-85 Report of the Facilitator (pp. 28-36). Since no changes have occurred in any of the tests being utilized by the system, its assessment of standardized testing remains the same and will not be included in the text of this report, but it is included in the appendix for reference (See Appendix G).

6. Isolation Within Buildings

The district established a review committee in 1985-86 to examine this issue along with the current Board policies that bear upon it. The committee found that although the policies were adequate, there existed a need to monitor the situation district wide to determine precisely what the status was in each building. What was needed was a procedure that each principal could follow which would determine how well students were integrated within a given school.

Hence, a system for "Monitoring Racial Balance Within School Buildings" was developed by the committee for self-study use by the building principals in 1986-87. Each school will analyze its shortcomings and/or strengths this year, and will use the findings to help bring itself into full compliance by 1987-88. After June, 1988, the committee will review the data collected and at that time make a determination to either continue or revise the following plan.

Monitoring of Racial Balance Within School Buildings

Rationale

1. Cincinnati Public Schools Policy #5145.1 - Students: Integrated Education

   Quality integrated education is the highest goal of the Cincinnati Public Schools (CPS). While this purpose shall remain clear, devices used to achieve this goal may vary with time and circumstances. Whenever a relevant decision is to be made, the potential for achieving integration shall be assigned a high priority.

2. Settlement Agreement, page 13, section 7, Isolation Through Placement of Choice Within Buildings

   "The Parties recognize the importance of guarding against the racial isolation of students within school buildings. The CPS currently has in effect policies to assure the unbiased placement of students within school buildings. Those policies will continue to be implemented and will be reviewed by the CPS periodically to determine whether any modifications are necessary to assure their effectiveness."

3. As evidenced by the above current expectations, as well as other board policies and procedures (see nos. 6152, 6162, 6162.11) the CPS has committed itself to insuring that all school classes and activities reflect the racial composition of the school. (See Appendix H)

Background

In order to carry out this assignment and others related to goal 4.0, Improve Interracial/Intercultural Understanding, the committee has been meeting during the course of the year to determine what data needs to be collected, analyzed and fed back to schools, indicating the level of unbiased placement of students within each school building and the level required to comply.

To date, the following areas have been identified as critical categories for racial balance in the school building.

Categories for Monitoring Racial Balance Within School Buildings

Students

1. Achievement

To the extent that data can be made available through the Evaluation Branch and the extent to which information related to basic skill achievement (reading and math) can be disaggregated by sex and race, principals are expected to identify any serious discrepancy and take corrective action.

2. Suspension/Expulsion/Corporal Punishment

The meaning of these indicators is clear and each school is expected to identify discrepancies by disaggregating the data by race and sex and show efforts of proactive intervention where there is a discrepancy that exceeds the existing racial and gender make up of the school (see page 4 under sub-title Apply Racial Balance Formula for additional information).

3. Academic and Achievement Grouping

If your school is using any of the following four grouping patterns to assign students each group should be measured against the racial and gender make up of the school.

a. Remedial
b. Gifted
c. Instructional grouping
d. Homeroom

4. Class Groupings Within Courses

While number three is intended to address a pupil's assignment to various types of programs, this item is intended to deal with intra-program or course of study groupings. To the extent that a school offers the following general courses, the data should be disaggregated by race and gender with appropriate plans for dealing with any discrepancy based upon the racial and gender make up of the school.

a. Advanced placement
b. AA college prep
c. Academic
d. Business
e. Comprehensive or general

5. Within Classes

The two indicators in this category are intended to reflect upon intra-class seating and involvement. While seating patterns should not be regimented such as black/white or male/female per se, nor should they be allowed to reflect clear gender and racial groupings. This effort calls for some sensitivity and judgment and should occur as a natural product of other integrated activities in the school and the classroom. Student participation by group simply means that to the extent possible there should be a reasonable ethnic and gender mix in all activities. The latter should particularly be true if the staff person has actively promoted meaningful interracial/intercultural activity in the class.

a. Seating arrangements
b. Student participation by group

6. Student Leadership

This charge is designed to insure that groups of students by race or sex are not left out of the civic and social governance process of the school and classroom. Where evidence is found of a potential or actual discrepancy, proactive action should be taken to alleviate the situation.

a. Student government
b. Organizational leaders
c. Grade level and class leaders

7. Extracurricular Activities

This category is self explanatory and should be reviewed accordingly.

Staff

The following areas of staff involvement in the school should be monitored in order to insure that leadership and responsibility is shared equitable among the staff by race and gender. While items a. and b. are self explanatory, c. refers to a formal written procedure designed to allow any staff person to pursue perceived or real racial issues in a formal and positive manner.

a. Leadership responsibility
b. Committee assignments
c. Building procedure for dealing with race related issues

A principal may add a category or item to any of those listed if he/she finds that it represents conditions in their school that impact positive racial and gender relations. It should be further understood that the aforementioned items which reflect on equity must be addressed if in fact other attitudinal type activities are to be meaningful and substantive.

Monitoring Process

1. Long Range

A subcommittee is currently studying how to utilize a computer support system to collect, analyze and report on these data. However, it is projected that such a system will require an extended amount of time and cost to develop.

2. Short Range

During the interim, in order to comply with the commitments of the district, each school principal is expected to do the following:

a. Apply Racial Balance Formula

Using the formula which reflects the racial composition of the school (example: 60% black, 40% white), the principal will have each person in charge of any one or more of the ten categories (see page 2) score each in terms of balance or imbalance (For the purpose of reporting the schools' status, 10% latitude of the schools' actual student racial balance can be used.), plus justification of imbalance (see attached form). More specifically, if the school is 60% black, 40% white, balance means that within the building each existing category should reflect that racial composition.

Balance within courses relates to the placement of black and white students in sections of the course based upon their proportion in the total population of the course. This approach does not reduce the responsibility for improving the balance of black and white students electing each course.

b. Imbalance Follow Up

If the principal finds areas of imbalance, he/she is expected to determine that there is in fact justification or should initiate corrective action.

c. Report to Area Director

Once all categories have been reviewed, the principal shall submit the attached form to the area director by October 30. The principal need only to list on the form those categories that are found to be out of balance with the racial make up of the school.

The school plan, due in November, must reflect how any unjustified imbalance will be ameliorated during the school year (see attached form).

Each area director will report to the goal 4.0 coordinating committee any discrepancies.

Use of School Analysis Report

This information will:

1. help schools set goals for complying with the school district's commitment to quality integrated education; and

2. help the goal 4.0 coordinating committee see the gaps and, therefore, the need to:

    a. modify or develop policies
    b. make recommendations to schools
    c. prepare districtwide status reports.

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Rev. 9/3/86

Analysis of Racial Balance Within the School Building

Name of School

Racial Balance

Principal

Categories	No. of Groups	Imbalance	Justification for Imbalance*

*Justification reason that is totally beyond the control of the school.

Complete and return to area director by November 1.

DSS
Rev. 7/14/86

Principal's Process for Implementing Goal 4.0 as a Mandatory Indicator in Design for School Excellence

1. Board of Education Decision

   In 1985 the board of education approved goal 4.0 Interracial/Intercultural Understanding as a mandatory indicator for merit beginning with the 1986-87 school year. The 1985-86 school year was spent determining how schools can best be evaluated under this indicator.

2. Evaluation Criteria

   In May, 1986 the board of education reached consensus on the following criteria:

   a. Continuation of student and staff SIS data
   b. Individual school plans designed to insure racial equity and interracial understanding

3. School Implementation Expectations

   a. Type of schools: For the purpose in insuring that each school is expected to respond to this indicator in accordance with its student racial enrollment, two categories have been identified: (1) racially balanced and (2) racially isolated. The definition of a racially isolated school is based upon the Bronson settlement identification, 90% or more of one race.

   b. Required factors in racially balanced schools:

      - Racial data monitoring for variables identified in attachment I, that reflect balance and/or equity within the school.

      - Plans with measurable objectives that address attitudinal issues implicit in the SIS survey results.

      - Acknowledgement that a school grievance procedure is in the hands of and understood by staff and students that allows an orderly redress of perceived or real racial issues.

   c. Required and optional factors in racially isolated schools:

      - Show evidence of having an exchange relationship with another racially isolated school of the opposite race that shows a minimum of four contacts a year.

      - Same as above

      - Same as above

      - A racially isolated school can obtain automatic merit (for one year) in an ensuing school year following a year in which the school/community has produced, gotten approved and implemented a plan leading to the school being classified as racially balanced.

d. Timing and Expectations

What	When Completed
- School plan indicator packet sent or given to all principals	9/86
- Explanations regarding packets and changes in the SIS survey instruments during a regular or special meeting with principal	9/86
- In-service for principals, designed to enhance skills and creativity necessary to produce substantive plans	10/86
- Principals submit the school analysis of racial balance to area directors	11/86
- School plans produced and submitted to area directors	11/86
- Area director acknowledgement and approval of each school's plan	11/86
- Principal evaluation and certification of the results achieved by the plan	6/ 1/87
- Area director's evaluation of each school plan	6/15/87
- Area director's report to the administrator of DSE indicating schools that have satisfied this requirement	6/30/87

Summary Statement

A year of intensive review and analysis has clearly surfaced the following salient points:

1. The need to establish a central information system that will (a) monitor the achievement of board policies, (b) provide better information for individual school planning and (c) respond to the dictates of the Bronson settlement as well as the district to be more accountable to the public.

2. Merit for successfully producing and implementing a school plan to improve interracial/intercultural understanding represents an interim step to insure proactive activities in this critical area. As the district develops the ability to centrally evaluate this indicator, the use of school developed plans will be altered accordingly.

3. The individual school plans are expected to minimally focus in the areas of (a) racial equity among staff and students, (b) initiatives to enlighten and/or educate the latter groups, (c) reflect effective building monitoring and grievance procedures and (d) establish objectives with measurable criteria.

4. The first year (1986-87) will be used to collect critical base line data that can be used to show improvement in the future. Consequently, the fact that the school takes steps to collect, report and certify the data requested in areas reflecting equity will be acceptable.

7. Improvements in Low Achieving Schools

The progress of the LAST program received a special in-depth review by the Facilitator this year. No generalized conclusions of success/failure could be made for the group of seven schools. Instead, each individual school was examined on its own academic merits with some achieving success and others struggling to maintain status quo. Four of the schools are currently above the "Seven" category in reading, while five are above in math. All LAST schools either maintained or improved attendance.

Insofar as the resources of this evaluation effort would permit, it appears as though staff, parent, and community perceptions of the LAST program are generally positive.

Program Background

As part of the settlement of the Bronson desegregation suit, it was agreed that the Cincinnati Public Schools would budget five million dollars over the seven years of the settlement (1984-1991) to assist those schools in the district with the greatest educational needs. The schools were selected on the basis of having a combination of standardized achievement and minimum competency test scores for both reading and mathematics that ranked them as one of the lowest seven schools in the district as of April, 1983. Although not a selection criterion, all of the schools in the LAST program are predominantly black and have a relatively poor recent history of academic progress.

In the years prior to the Bronson settlement, special persistent concern for the lowest academically ranked schools had been expressed by both Board of Education members and system administrators. The Resource Planning & Development Branch had already been involved in extensive research and program design to address the particular needs of the lowest achieving schools long before February, 1984. It followed naturally, then, that the responsibility for implementing the LAST program was given to the Resource Planning & Development Branch under the leadership of the Branch Director.

The program appears to be an enriched School Improvement Program (SIP) model. As is standard in the SIP model, many persons helped design and finalize individual plans for each school. The principals, teachers, parents, community leaders, and central staff developed specifically tailored individual plans for each LAST school. Of course, certain threads of commonality run through each. For example, all LAST schools were required to provide a summer program, but the specific offerings varied somewhat from school to school. Open Court reading and/or math programs were also required unless an equally viable program like Chapter 1 math was selected. Similarly, all the schools employed additional instructional aides and a certificated teacher, but the additional personnel were used in different areas of concern like reading, math, in-school suspension, and attendance. Full staff, as well as selected key staff, inservice was provided over the past two years on an ongoing and regular basis. However, as in all SIP/Effective Schools models, the overriding message which showed itself in all phases was that strong local educational leadership must lead the programs at all schools if any real progress was to be made. Hence, the principal and key teachers share the largest burden of responsibility for school improvement.

Goals

The goals of the Low-Achieving Schools Component are based upon the two goals which have governed the School Improvement Program:

1. Improved NCE performance over two consecutive years in both reading and mathematics with attainment of the system-wide NCE gain in the second year.
2. An annual percentage gain in achievement status in reading and mathematics that will improve the school's initial rank in the district within three years.

The first goal is a standard applied to all schools in the School Improvement Program. It is a necessary accomplishment if the second goal is to be attained in schools designated as low achieving schools for the settlement component.

Recommendations were developed which translated the second goal into specific three-year achievement objectives. The recommendations were as follows:

Three-Year Achievement Objectives

> Reading - Low achieving schools on the average will show 15% gain in the percentage of students at or above the national norms in reading over the next three years.
>
> Mathematics - Low achieving schools on the average will show 10% gain in the percentage of students at or above the national norms in mathematics over the next three years.

It was understood that these objectives, if accomplished, would be accepted in lieu of the LAST schools no longer being ranked as one of the seven lowest achieving schools in the district at the end of the 1986-87 school year. Therefore, a LAST school that is still ranked at seven or below by 1987 may be considered successful by meeting goal one and the "Three-Year Achievement Objectives."

Facilitator Involvement Background

Because of many verbal and written concerns expressed about low achieving schools during the first two years of the settlement, it seemed in the better interest of all to examine the issues and document the activities associated with the LAST program. The criticisms have ranged from speculations regarding budget errors to beliefs that the programs, however well intentioned, were ineffective and not addressing the most important issues. Claims of community dissatisfaction were leveled along with suggestions that principals were not in control of the LAST process.

In the interim report, an attempt was made to state the current status of opinion and test scores as best as our time and ability allowed. It was recognized that the input was not exhaustive nor was the analysis final. The document is amendable and the data are open to alternative interpretations and evaluations. It was a beginning, however, in what will be an ongoing in-depth review of selected aspects of the settlement. It is hoped that it will serve as a springboard for further input to the Facilitator from the school system, the Task Force, and the community about the LAST program and other areas of concern.

Results

1. California Achievement Test (CAT)

a) A comparison of percentage of LAST school students at and above the national norm for 1983 to 1986 shows a net overall increase in reading of 18.8% (from an average of 20.6% to 39.4%)

and a 22.0% increase in math (from an average of 28.4% to 50.4%), which is nearly double the net system gain for the same three years. The data in Table 6 further indicate that the rate of year-to-year improvement has remained relatively constant from last year to the present. This suggests that the efforts have not only been sustained, but probably increased since common wisdom dictates that gains become more difficult the higher one goes on a scale. These gains have virtually satisfied the three-year achievement objective in only two years. It must be pointed out, however, that not all schools contributed equally to the overall gain. Some schools are still scoring well below the national average and appear to have stalled in their progress.

Table 6. Comparison of Percent At And Above the National Norm for Low Achieving Schools, 1983 to 1986.

	Percentage of Students At And Above National Norm						No. Tested 1986	
School	1983	1984	1985	1986	Gain 1985-86	1983-86 Gain Total	Total	Included in NCE Matched & Promoted
					READING			
Hays	18.5%	26.0%	28.7%	35.4%	6.7%	16.9%	269	189
Heberle	23.2	25.3	32.5	35.3	2.8	12.1	440	267
Hoffman	15.8	37.3	43.3	56.3	13.0	40.5	295	181
Heinold	14.9	27.6	28.9	43.1	14.2	28.2	419	302
Rothenberg	17.3	22.4	27.4	27.2	-0.2	9.9	379	260
Washington Park	26.8	23.2	35.5	40.1	4.6	13.3	430	293
Windsor	23.2	27.8	24.2	41.7	17.5	18.5	248	162
Average Value*	20.6%	26.8%	31.5%	39.4%	+9.6%	18.8%	---	---
System Average	47.3%	52.6%	53.4%	56.5%	+3.1%	9.2%	---	---
					MATHEMATICS			
Hays	28.5%	40.7%	48.6%	53.7%	5.1%	25.2%	269	189
Heberle	37.2	46.6	45.4	55.9	10.5	18.7	440	268
Hoffman	14.3	39.7	37.9	64.3	26.4	50.0	295	180
Heinold	34.1	38.8	40.0	52.0	12.0	17.9	419	295
Rothenberg	19.0	22.4	29.6	31.0	1.4	12.0	379	260
Washington Park	38.8	39.1	39.0	43.8	4.8	5.0	430	294
Windsor	23.1	28.4	35.0	59.9	24.9	36.8	248	165
Average Value*	28.4%	37.0%	39.3%	50.4%	+11.1%	22.0%	---	---
System Average	50.5%	58.1%	58.4%	62.2%	+3.8%	11.7%	---	---

*Weighted Average

b) The interpretation of the NCE gains in CAT reading and math for matched and promoted students requires a bit of explanation of the methodology employed in the generation of these data. Only those students who were promoted in June, 1985, and who have complete reading and/or math scores for both April, 1985 and 1986 are included in these data. Consequently, when the average NCE for 1985 as reported last year is compared with the same apparent score in this year's report, they are NOT the same. The explanation lies in the fact that many children have moved out of the district, many were absent for part or all of the 1986 CAT test (therefore they cannot be matched), and some children were not promoted in June, 1985. In most schools nearly one-third of the scores are eliminated from the calculations of the NCE gain scores.

Upon examination of the average NCE scores for LAST schools as reported in April, 1985, the averages for 1985 in reading and math respectively were 42.3 and 45.6; however, the averages reported this year for the same date are 45.3 and 46.7! Hence, the gains (loss) for this year compared with last year based upon current matched and promoted students is -0.7 in reading and +2.7 in math, even though the 1986 average NCEs for reading and math are higher than the 1985 averages as reported in 1985!

When the data shown in Table 7 are examined on an individual school basis, and compared with Table 6, it is most encouraging to note that five of the seven schools (Hays, Heberle, Heinold, Hoffman, and Windsor) are above national NCE expectancy in math on both the NCE (matched group) and percent at and above. However, only one, Hoffman, is above in reading.

Table 7. Achievement Status and Gains in Reading and Math for Low Achieving Schools, Matched and Promoted Students, 1985-86.

School	Total Reading			Total Math		
	Avg. NCE 1985	Avg. NCE 1986	NCE Gain*	Avg. NCE 1985	Avg. NCE 1986	NCE Gain*
Hays	44.9	44.2	-0.7	50.6	53.0	+2.4
Heberle	43.9	43.0	-0.9	47.1	51.2	+4.1
Hoffman	50.9	51.3	+0.4	48.1	56.7	+8.6
Heinold	45.8	45.7	-0.1	50.1	50.5	+0.4
Rothenberg	42.5	40.0	-2.5	42.5	39.4	-3.1
Washington Park	46.2	45.0	-1.2	45.4	47.8	+2.4
Windsor	44.0	45.2	+1.2	45.3	51.5	+6.2
Averages for Low Achieving Schools	45.3	44.6	-0.7	46.7	49.4	+2.7
Averages for System (Grades 2-6)	54.5	53.3	-1.2	55.7	55.7	0.0

*Gains can be reported only for students in grades 2 through 6.

Both the matched NCE gain and percent at and above scores, when graphed, show essentially the same patterns, which lends confidence to the two sets of data. (See Figures 1 and 2) Even better news is that most of the LAST schools exceeded the gains of the school system since the system lost -1.2 NCEs in reading and remained even in math.

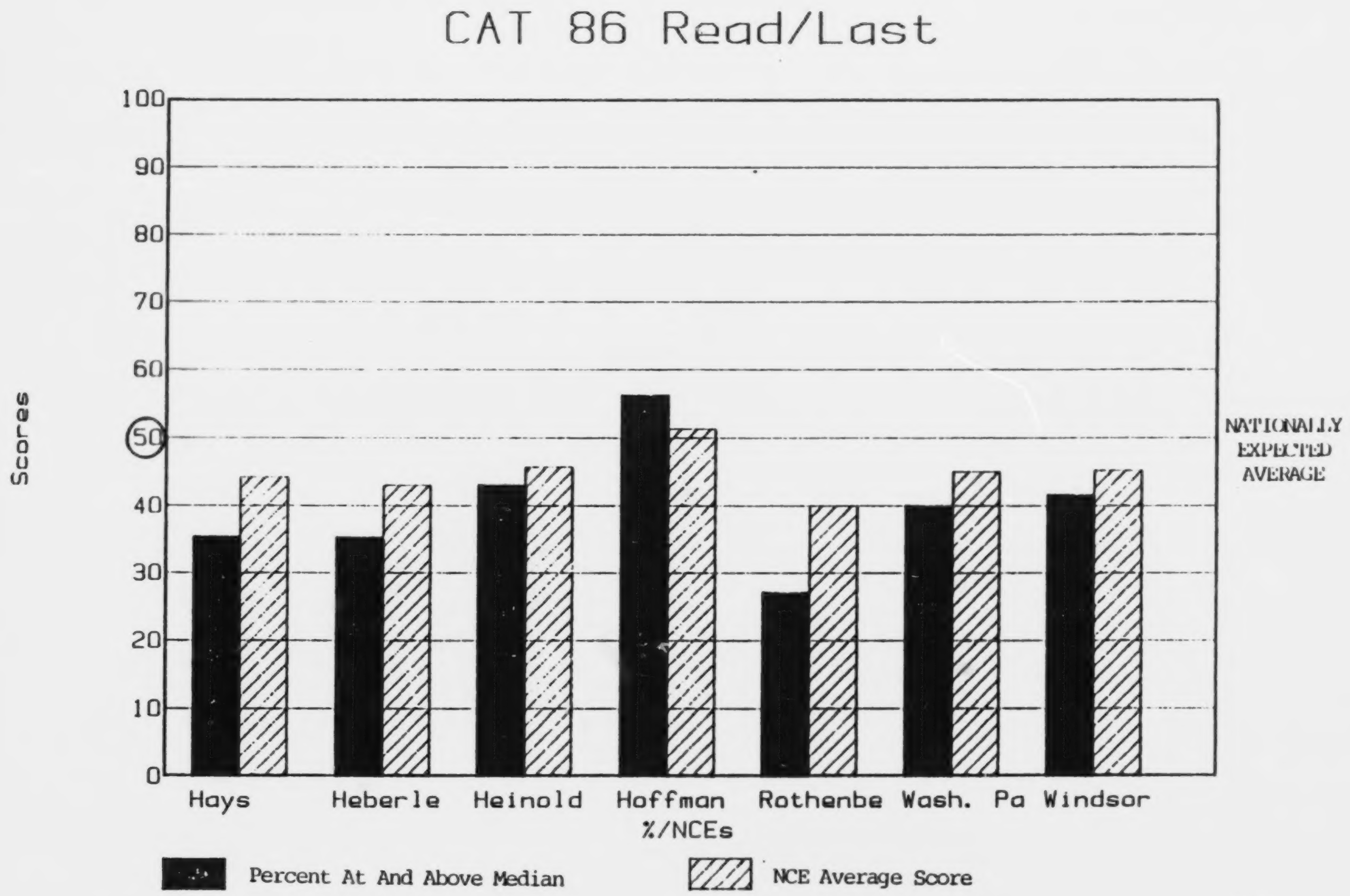
CAT 86 Read/Last
100
90
80
70
60
50
40
30
20
10
0
Scores
NATIONALLY EXPECTED AVERAGE
Hays
Heberle
Heinold
Hoffman
Rothenbe
Wash. Pa
Windsor
%/NCEs
Percent At And Above Median
NCE Average Score

FIGURE 1

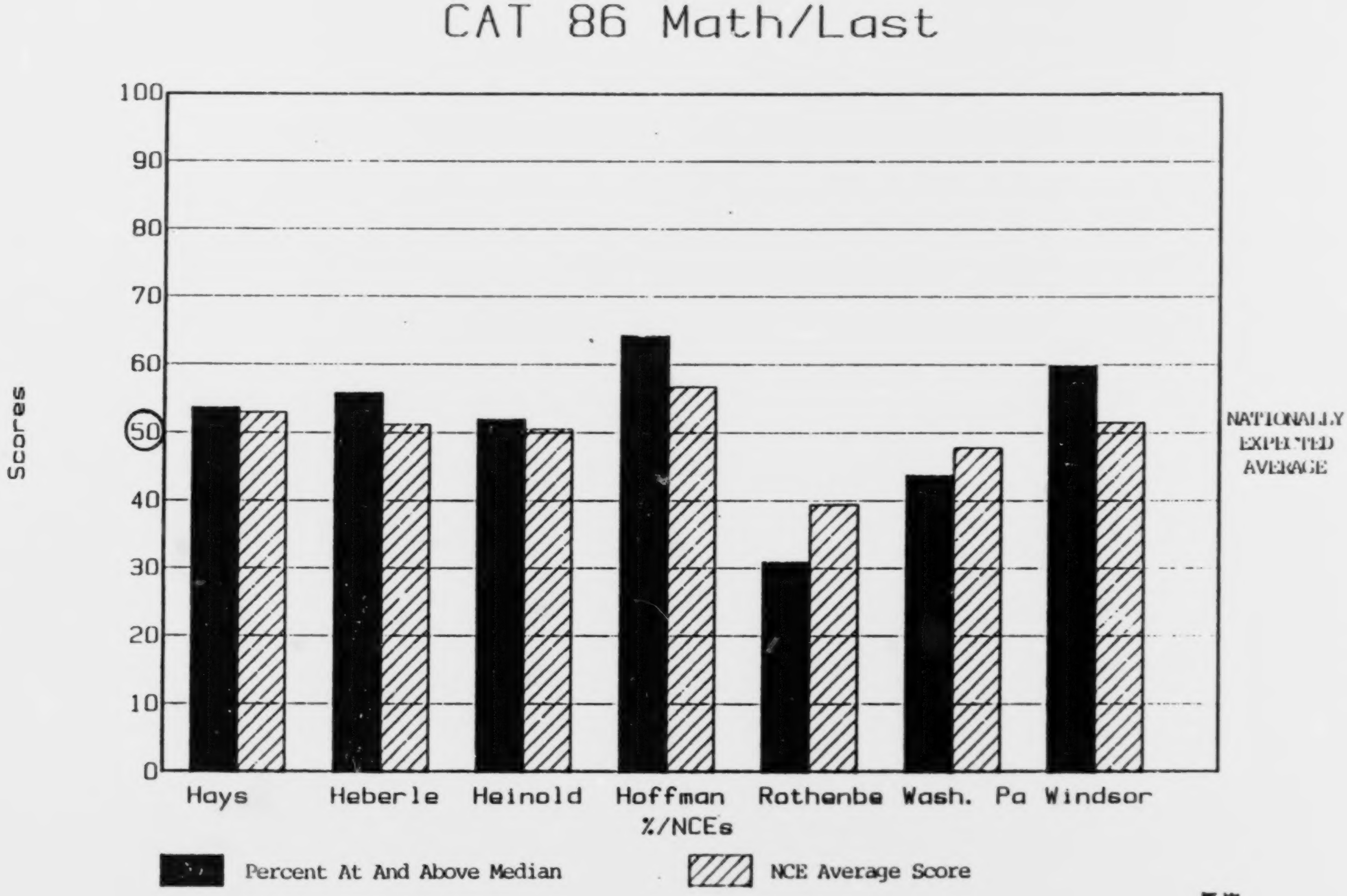
CAT 86 Math/Last
Scores
100
90
80
70
60
50
40
30
20
10
0
NATIONALLY EXPECTED AVERAGE
Hays
Heberle
Heinold
Hoffman
Rothenbe
Wash. Pa
Windsor
%/NCEs
Percent At And Above Median
NCE Average Score

FIGURE 2

2. Surveys

a) In response to concerns regarding the satisfaction of parents with the LAST program, the Evaluation Branch undertook a study of nine items contained in the School Information System Parent Survey. The procedure for this analysis consisted of comparing parent survey responses from 1983 (the year before the LAST program was initiated) with November, 1985 results on nine selected items. Tha major findings were:

(1) Parent attitudes have improved noticeably on seven of the nine selected items. Especially noteworthy is the fact that a higher percentage of parents in 1985 indicated that their school was a good place to learn and that their school was doing a good job of teaching the basic skills.

(2) Parent attitudes in LAST schools are generally lower than the system average for elementary schools on these nine selected items. For seven of the nine items, only one or two schools received a rating which matched or exceeded the system average. Parent attitudes, however, on the teaching of basic skills was higher than the system average in four of the seven LAST schools.

It appears from these survey data that LAST school parents do feel that improvements have been made in their school's educational program.*

b) In addition, the perceptions of both principals and LAST community leaders were of special interest to the Facilitator. Consequently, a telephone and personal survey was conducted in an effort to allow freedom of expression to representatives of those two groups. Because of time constraints and work schedules of both the evaluator and response group, only eight surveys were completed between June 23 and 25, 1986. Obviously caution should be exercised when drawing conclusions from an informal survey with so few respondents. However, certain expressions of both concern and pleasure were consistent even with such a small sample and should be seriously considered.

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* Excerpted from a memo from Evaluation Branch to Raymond Brokamp, April, 1986.

(1) The thrust of the questioning on the community leader (parent) survey focused on how well the LAST program met the needs of the children, community awareness and participation, and suggestions for the future. Not surprisingly, the responses of the four participants varied in their knowledge of the LAST program from "Only recently became aware of the program" to "We were not only involved in the budget and planning of LAST but also in its implementation." Similarly, where one respondent suggested that the community was hopeful that their "new" principal would be made "permanent" so that a solid and known instructional leader would remain at the school, another suggested that their principal seemed to be "burned out" and felt that the Board of Education should offer monetary incentives to stronger administrators and teachers to accept the challenge of a recognized "tough" school. It was of particular interest to the interviewer to hear all of the respondents express a concern for education in the whole inner-city community, not just their own schools. There seemed to be a sharp awareness of the "massive" or "global" nature of the problem and its direct relationship to the attitudes of the staff, parents, and

community. Outstanding examples of "turned-around schools" like South Avondale and Washburn have sparked the belief that "If they can do it, so can we!" Last, a suggestion was made by one respondent that the LSACs of the inner-city schools be organized as a community to work on parent involvement; the belief is that within the larger group there will exist sufficient numbers of parents who understand (or are willing to learn) the bureaucracy of the school system and can devote whatever time is necessary to ensure a positive and determined learning environment for their children.

(2) The thrust of the principal's survey was to determine if the LAST planning had been converted to actions, if sufficient funds were available to cover the implementation costs, if the community was supportive, and if central administrators had responded to their suggestions or requests.

Each of the four principals who were interviewed responded favorably to virtually every question asked. Since most had been involved in School Improvement Programs before the LAST funds became available, their staff involvement in school planning and budget was already an established routine. Through the LSAC process, their communities were involved, and although they were really not interested in promoting the fact that their schools were one of the lowest achieving, all had announced the receipt of additional LAST funds through their school newsletters and/or community meetings. Central office received no real criticism by the principals and even some praise for its support of the

LAST program. Of particular interest was the use of creative financing for some major purchases like Open Court and computer hardware/software. It allowed schools to implement expensive programs on the good credit of the school system during the first/second year and to defer payment until the second/third year. Thus, the often seen scenario in education of having either the staff or the equipment (but not both) was avoided, and the programs were started as a complete package the first year.

3. Attendance

Attendance was a key area of concern in the LAST schools. A significant amount of staff time at each school was devoted to both getting children to school and keeping them in school after they arrived. A unique feature at Heinold was an "In-School Suspension Class" which defused many of the potential problems associated with children forced out of school and (often) into the streets where their already demonstrated poor conduct could grow worse. Although it is an old and expensive idea, it does seem to work as demonstrated by the 4.3% increase in attendance at Heinold. Obviously not all of this increase can be attributed to the suspension class, but it clearly impacted the attendance of precisely the "right" population of potential attendance problems. An examination of the data in Table 8 shows significant improvement in each of the LAST schools with the exception of Hays, which has the highest attendance of the group and virtually matched the system average.

Table 8. Percent Quarterly Attendance, 1984-85 and 1985-86, IAST Schools.

SCHOOL	1ST		2ND		3RD		4TH		TOTAL		GAIN
	84-85	85-86	84-85	85-86	84-85	85-86	84-85	85-86	84-85	85-86	
Hays	96.6	95.5	90.9	92.1	93.0	91.2	91.0	92.6	92.9	92.9	0.0
Heberle	92.9	93.6	87.5	91.0	89.0	89.8	90.5	89.4	89.9	90.8	0.9
Heinold	91.8	93.7	81.5	90.1	84.2	88.7	87.3	91.1	86.2	90.5	4.3
Hoffman	95.0	95.5	88.7	92.3	90.3	90.9	90.8	92.4	91.4	92.7	1.3
Rothenberg	92.0	92.4	85.2	87.9	86.6	87.2	87.5	88.1	88.0	89.2	1.2
Washington Park	93.4	94.5	86.6	92.5	88.8	91.5	91.3	92.3	90.3	92.5	2.2
Windsor	93.1	93.6	86.2	92.4	88.6	88.8	86.8	88.2	89.1	90.1	1.0
SYSTEM (CPS)	95.3	95.5	88.6	92.7	90.5	91.0	92.5	92.7	91.8	92.9	1.1

4. Rank Order At And Above Median

This section must begin with the caveat that Table 9 rank order is unofficial; since refinement of data or human error is likely, there could be some slight change in the rank ordering. However, it is complete enough to state that four of the seven LAST schools are no longer among the seven lowest achieving elementary schools in reading! Hoffman, which began at the very bottom of the rank order in 1983 is now number 28 of the 60 elementary schools in the district; the other three "Graduates," Washington Park, Windsor, and Heinold, rank 8, 11, and 12 respectively. The news is even better in math with five of the LAST schools scoring out of the "Seven Lowest" group. Hoffman, once again, led the group by rocketing into 34th place; Heinold, Hays, Heberle, and Windsor now rank 11, 15, 19, and 27 respectively. The rankings given are from the bottom up.

Table 9. Rank Order, Percent At And Above Median, CAT, 1986.
(1 = Lowest of 60)

School	Percent At And Above Median			
	Reading		Math	
	%	Rank	%	Rank
Rothenberg	27.2	1	31.0	1
Heberle	35.3	5	55.9	19
Hays	35.4	6	53.7	15
Washington Park	40.1	8	43.8	5
Windsor	41.7	11	59.9	27
Heinold	43.1	12	52.0	11
Hoffman	56.3	28	64.3	34

Discussion and Recommendations

Evidence of rapidly accelerated improvement in some of the LAST schools is so impressive that it tends to overshadow the fact that some others have not really progressed. The hoped for gains at Rothenberg simply have not materialized, and the morale of staff and student body alike will no doubt be further damaged by the news that they are the lowest achieving elementary school in the district. Washington Park is clearly struggling; they have fallen from 10th to 8th position in reading this year, and are still among the lowest seven in math. Heberle and Hays, while enjoying some commendable success in math, are only 5th and 6th in reading.

It is obviously impossible to assign a "cause and effect" relationship between the "treatments and outcomes." The variations in treatments are minimal, since there are far more similarities in the programs of each LAST school than differences. Comparisons of "total educational package" that includes extra federal, state, and local funds, as well as staff experience/ training, lend little to the explanation of why some inner-city schools have succeeded and others have not yet begun.

In the opinion of the Facilitator, it is an opportune time for the Board of Education to address the question of why some inner-city schools like Hoffman and South Avondale can literally rocket into the middle of the rank order distribution and others do not. To even the casual observer, these successful schools possess some common traits. There is a determined staff commitment to raise academic achievement; there is effective leadership as evidenced by calm, firm, and positive discipline, which results in a quiet and orderly building; the teachers expect to teach each day and expect their children to learn what is taught; there is a strong parent and community group that becomes involved in and supports the educational program; and above all, there are sufficient numbers of staff to meet the challenge.

Effective school literature indicates that the catalyst for change is the building leadership. Although the inner-city schools have some of the system's most talented leaders, the pressure of handling so many problems each day can easily "burn out" the best. Careful monitoring is called for; and when such situations begin to occur, it seems reasonable that additional administrative and/or instructional assistance be given without the stigma of "poor performance" being attached. To do less simply prolongs a deteriorating situation where the students will be the assured losers.

A different but associated problem that has come to the attention of this office is the "culture shock" experienced by some students who have exercised either the open enrollment or the alternative option from their inner-city school. The same student support system found in their original school does not seem to exist in their new surroundings. It is felt that all school staffs should be aware of the support that may be needed by transferring inner-city students. These students who chose to transfer must be given every opportunity for success.

Receiving staffs should have an awareness of LAST or SIP classroom activities and the close monitoring techniques that the transferred students have come to expect. The students should know that their new teachers are equally interested in their achievement, but that each school has its own way of capturing the best from the students. Advanced awareness seems to be the key.

From this examination of the two-year progress of the LAST schools, it would seem that one could draw a conclusion that meaningful and exciting gains are possible. The tenets of effective schools are not, however, cause and effect. Care must be used to provide those schools that respond more slowly with adequate help and resources. The gestation period may vary, but the potential for renewal exists in each circumstance. The Effective Schools/School Improvement movement is a process and not a program. As such, it holds promise for the development of system-wide approaches to the district's educational problems. (See Appendix I for complete report.)

8. Extracurricular Activities

Ongoing concern over equal access to extracurricular activities by transfer and nontransfer alternative students prompted an in-depth study performed by the district's Evaluation Branch in 1984-85. The results were reported by the Facilitator in last year's report, but since no additional data was collected or examined by either the district or the Facilitator, no new information is available for inclusion in this report. A replication of the 1984-85 study is underway for 1986-87, however, as problems continue to emerge and the issue continues to be addressed.

Briefly the results of the 1984-85 study show:

1. More transfer students participate than do non-transfer students.
2. About 1 in 3 of all students take part in one or more extracurriculars.
3. At least 43% of the alternative students participate.
4. In schools which are both alternative and neighborhood, the transfer students participate at a higher rate than do neighborhood students.
5. On the whole, black students participate at a slightly higher rate than non-black--27% to 22%.

The complete report is contained as Appendix G in the Facilitator's Report: Bronson Settlement, 1984-85.

9. District/City Housing Activities

It is encouraging to note that the Cincinnati Metropolitan Housing Authority (CMHA) and the school district have maintained a continuous dialogue for the past two years. Partipation by CMHA on the Communitywide Task Force virtually assures that the communication and cooperation will continue. The following report from the Cincinnati Public Schools summarizes the activities of the district and the Cincinnati Metropolitan Housing Authority for the two years, 1984-86.

1. In accordance with the Settlement Agreement, letters were sent to housing agencies informing them of the provisions of the Consent Decree and Settlement. We requested that they provide us with advance notice of proposed housing decisions.

2. A good working relationship was established with the City Planning Department which, even prior to the issuance of the Consent Decree, began to consult with us concerning housing proposals.

3. During the years 1984-86, we reviewed two major housing proposals.

    A. The City Housing Allocation Policy set out priority locations for new low income housing. The criteria established in this policy for determining priority housing locations include the racial balance of the elementary school serving the area.

    B. The City Housing Agenda was a package of ordinances and resolutions designed to stimulate housing investment in Cincinnati. It was judged that there was nothing in the package which would necessarily harm racial balance in the Cincinnati Public Schools.

4. Since 1984 we have received and reviewed a number of CMHA housing proposals. All of these proposals were for scattered site housing and most have been for single family units. We have responded to all such proposals indicating the probable impact on racial balance in the Cincinnati Public Schools of the proposals. Copies of this correspondence have been forwarded to Trudy Rauh of the NAACP and to the City

Planning Department. It is our understanding that our responses are made available to the City Planning Commission, and are considered when the Planning Commission indicates its approval or disapproval. It is also our understanding that the CMHA is not bound by the decision of the City Planning Commission.

5. There has been very little housing activity over which we [the school district] can have any influence, and it seems likely that this will continue to be the case.

10. Discussion

The following observations and suggestions are tendered to encourage thinking and concern relative to some emerging issues.

In the preceding nine sections, we have attempted to document the results and outcomes of the community's efforts to make quality integrated education a reality for the city of Cincinnati (Summative Evaluation). It is also important to describe the internal management plan that was developed to accomplish the goal (Formative Evaluation). We believe that it is important to document "How things got done" not only for Cincinnati, but also for other cities that have similar goals, or find themselves facing similar litigation.

A. Management Plan of Settlement Activities

The Coordinating Committee management plan (See Appendix J) presents district activities for ongoing review and provides a timeline for virtually all of the tasks and activities associated with the district's plan for Bronson compliance. In all cases, a key person (or office) is named as being responsible for ensuring that the tasks are accomplished on schedule.

The overall Bronson plan, as outlined in the Settlement Agreement (Appendix A), has been translated by the district and community to be a rather complex system of interdependent actions that demands continuing commitment from everyone involved. Virtually all of the involvement is voluntary. The community, of which the district is a part, continues to support the settlement activities through its interest in improving educational opportunities for its children. The district, sensing that self-discipline is better than external discipline, demands ever more professionalism of itself. That every district employee feels involved and personally responsible for the successful implementation of all activities associated with the settlement is of paramount importance.

Insofar as it is possible to document such activity and interest on paper, the management plan is offered for consideration. In addition, some of the associated summary reports, minutes, and recommendations are included in Appendix J. Only those sections of the management plan that bear upon the Bronson Settlement are included.

Appendix J

1. Management Plan for Settlement Activities
2. Settlement Agreement Status Reports
   9/85 - 8/86
3. Minutes of Task Force
   9/85 - 8/86

B. A Community Concern

A persistent concern in the community during 1985-86 was grounded in a belief that there were insufficient ideas being generated to develop new alternative programs. A similar concern was the recognition that alternative programs do not appeal to everyone, and that perhaps for all practical purposes, nearly all of the students/parents who are interested in enrollment in any kind of alternative have already enrolled. Therefore, the vast majority of students remaining in the neighborhood schools are there because they prefer it and want to stay there regardless of any new alternative offering.

If this be the case, it obviously presents some serious obstacles for the district to overcome. Clearly, enrollment in alternative programs has been viewed by them and the Court as the primary means for desegregation and hence, reducing the Taeuber Index. The district points with justifiable pride to the fact that alternative enrollment has grown steadily in the past and continued the momentum again this year by adding about 900 additional students for a grand total of about 16,400 as of October, 1986. The concerned citizens, however, are quick to point out that those increases are due largely to the addition of grade levels in existing alternative programs, and the change of Roll Hill and Shroder to alternative school status. Expansion for 1986-87 will be limited to those schools that are adding grades, to-wit: Cheviot, Mt. Washington, North Avondale, and the Academy of World Languages at Schiel.

The Settlement Agreement clearly explains that the district is entirely responsible for the methods by which it chooses to reduce the Taeuber Index, and that it should be free to operate without interference. It does not say, however, that the district may ignore legitimate concerns from the NAACP, Task Force members, and other Parties to the agreement. The district apparently has developed its plans and will eventually share information with the public when it feels that it is comfortable and advantageous to do so. This is not meant as a criticism of the way the district conducts its business; it is rather an obvious statement that the district has learned to be careful and cautious before it shares key information or decision-making power with anyone.

If there is, however, a "new direction" on the horizon which the district will use in the event alternatives stall-out, would it not be in everyone's better interest to involve the Parties to the agreement while formulating the details? Even though the responsibility for the "new approach" cannot be shared, the support of such future district decisions can be. Would it not be better to stand cooperatively together (as described in section 1 of the agreement) than to have dissension caused by lack of open communication and trust?

Granted, as of November, 1986, everything seems to be "on target" for the district. Even the thought of a "new approach" may seem unnecessary to some. Yet, it is an open secret that concepts like school pairings, rezoning, and reorganization are being seriously discussed in private and mentioned in public. If, in fact, the district has a plan, in the opinion of the Facilitator, it would be in the best interests of all to share these decisions openly with the public.

C. A Second Community Concern - Improved Quality Indicators for Injured Class

Quality integrated education is the number one goal for the district. For the minority class, it is very apparent that the integrated part of that goal is rather easily attainable if parents/students are willing to transfer to schools usually located outside of their own neighborhoods. Both alternative and open enrollment programs are effective means of bringing a multi-cultural experience to any child's education provided they volunteer for it. There is, however, a continuing concern that when minority children are removed from their comparatively small neighborhood schools and placed into larger and faster-paced programs that are not as supportive of their individual needs, a disproportionately larger number of the minority children become lost. This problem was discussed in the LAST School Report of the Facilitator, July, 1986.

Since that time, at least one school, Walnut Hills, has introduced a program that specifically addresses this concern. Historically, nearly twice as many black pupils withdraw between grades 7 and 8 at Walnut Hills as white pupils. The "Minority Acceleration Program" (MAP), which has been included in this report under Appendix K, is designed as a small group counseling, tutoring, and parent/teacher communication support system. We applaud MAP as a first step and are looking forward to early evaluation reports from its director so that it can be shared with other alternative programs experiencing similar circumstances.

D. A Third Community Concern - The School Principal's Role in the Settlement

The influence of the principal upon the direction of the students, school, and community has become increasingly more obvious in recent years. Over the past ten years educational literature, especially as it relates to school climate, effectiveness, and academic improvement, points to the once nearly forgotten fact that the building principal is the most important key for success. Consequently, parents, community leaders, and boards of education are listening to their principals as never before. It is most important for the principals to realize the power of their position and its influence in the district. Both their spoken messages and direct actions affect decisions being made by students, parents, and teachers regarding not only their future educational directions, but many other personal decisions that impact the community, as well.

Specifically, if the principal encourages the students/ parents in the community to investigate the special interest alternatives being offered, the school becomes smaller (a possible pay reduction for the principal) and stands a greater risk of being closed/combined and hence, the community loses its "regular" neighborhood school. On the other hand, if he/she forwards the neighborhood program as the best choice, there will be too few transfers to improve the Taeuber Index and the settlement could become a lost cause.

There is no need at this point to spell out each step of the scenario; it is and has been obvious to all who have thought about it. The concern is that some clearing of thought needs to be done, agreed upon, and disseminated to everyone--not just the principal. It must be understood that if the settlement is to work, it needs to involve everyone and everyone needs to know the whole picture. How the district is to maintain high quality neighborhood schools that offer as many (although different) educational opportunities as open enrollment or alternative schools, but still successfully encourage the transfer to alternatives of the additional thousands of students needed to drop the Taeuber is indeed a difficult problem. It must be addressed and policy written, however, so that the district can have a unified focus on the tasks that lie ahead.

E. Final Community Concern - Site Selection for Alternative Schools

Success, in terms of numbers of students applying for enrollment in an alternative program, seems in many instances to be dependent upon the location of the program as much as the type of program. Known offerings, like Montessori education, can apparently fourish almost anywhere; it has done well in the past at Mt. Adams, Oyler, and Heberle, and currently at Sands and North Avondale. If it is expanded to yet another site for 1987-88, it is almost a sure bet to attract virtually full enrollment. Other very popular programs like SCPA, CAPE, and the bilingual schools also seem to be able to bring their clients with them regardless of where they are located.

Based upon community surveys conducted by the district and the University of Cincinnati, other programs should be equally as popular. In one such survey, an elementary math and science program was ranked second in popularity and an Applied Arts program exhibited tremendous "common sense" appeal. The concern is that only 4% of the math/science students at Rockdale last year were white, while only 13% of the Applied Arts students at Oyler were black. Something is wrong. Is it because, by district policy, the sites for these programs were designated many years ago and because they have not enjoyed the same success as CAPE or SCPA, no consideration has been given to the possibility that a new location with different leadership and revised curriculum could generate full enrollment for both? Or is it because there is no genuine interest in the programs despite what the surveys and common sense would dictate?

Again, it is neither the intent nor the privilege of the Facilitator, at this time, to spell out the last details of the scenario. It does, however, appear that some very fertile avenues for improved quality integrated education and for Taeuber Index reduction are being left untouched or ignored.

CONCLUSION

The five concerns described on the preceding pages are a few of those most commonly expressed by both advocates and critics of the Cincinnati School District and the Bronson Settlement. Without exception, they have been expressed to me and are offered here in the truest sense of constructive criticism and reflective consideration. All have a direct bearing upon the realization of the quality integrated education that the district has as its stated primary objective. In all fairness to the district, it appears that nearly three years after the Bronson Settlement was reached, they have progressed as well as could be reasonably expected, and for 1986-87 appear to be "On" target once again. We are approaching "Camelot" on schedule, although we still don't know exactly what it will look like.

The long awaited "Long Range Plans" have been promised to be ready by February 1, 1987. It can be assumed that this document will fill in the nebulous areas and the community will begin to see how its school system may have to be arranged to fit into that fabled city. Perhaps if the concerns are addressed soon enough, it could eliminate any need for dramatic changes which is what everyone concerned wishes. I would suggest to all involved Parties that they read paragraph one (page 3) of their Settlement, "Cooperative Efforts." It appears as though "Camelot" can look the way they want it to, if everyone agrees.

APPENDIX A

SETTLEMENT AGREEMENT

This Settlement Agreement ("Agreement") is entered by the signatories in order to settle the litigation styled Mona Bronson, et al. v. Board of Education of the City of Cincinnati, et al., Civil Action No. C-1-74-205 ("Action"), between a certified class of Plaintiffs ("Plaintiffs"), the Ohio State Board of Education and the Superintendent of Public Instruction of the State of Ohio ("State Defendants"), the Board of Education of the City School District of the City of Cincinnati and each of the Members of that Board ("Board"), and the Superintendent of Cincinnati Public Schools ("Superintendent"). The Plaintiffs, State Defendants, Board and Superintendent collectively are referred to hereafter as "Parties". As used in this Agreement "Action" refers to all claims made by Plaintiffs against the Board and Superintendent of the Cincinnati Public Schools, and to those claims against State Defendants which seek a remedy within the Cincinnati Public School System.

WHEREAS, the Plaintiffs originally filed this Action against the Board and Superintendent on May 24, 1974; and

WHEREAS, Plaintiffs subsequently amended their Complaint to include the State Defendants; and

WHEREAS, the Parties have entered this Agreement to settle the Action before any testimony has been taken at trial; and

WHEREAS, the Parties recognize that the Board, Superintendent and State Defendants have denied and continue to deny that they or their predecessors have violated the Constitutional rights of any of the students in the Cincinnati Public Schools and deny that any of their acts or omissions, or any acts or omissions of their predecessors have caused racial isolation in the Cincinnati Public Schools to the extent that such isolation exists at present or has ever existed; and

WHEREAS, the Parties recognize that the Board and Superintendent have achieved a reduction in the degree of racial isolation present in Cincinnati Public Schools through school closings, consolidations, open enrollment and through the establishment of alternative schools and programs; and

WHEREAS, the Parties recognize that similar educationally sound programs and efforts will achieve a further reduction in racial isolation; and

WHEREAS, the Parties recognize that Cincinnati Public Schools should have maximum flexibility in determining the means by which such additional reduction in racial isolation to a standard set forth below should be attained and that the particular methods to be used should not be specified and that a school-by-school standard should not be adopted:

NOW, THEREFORE, the Parties agree as follows:

1. COOPERATIVE EFFORTS

The Parties recognize that their successful performance under this Agreement will require the joint application of efforts toward the goal. To the extent that interpretation of provisions of this Agreement may be necessary, the Parties will jointly and cooperatively address those matters. To the extent that hearings may be required to determine that this Agreement is a fair and adequate settlement in accordance with the Federal Rules of Civil Procedure, the Parties will cooperate in and support efforts to achieve a finding that this Settlement Agreement is fair and adequate.

If any private individual or individuals or any group seeks in a separate action or proceeding relief which would be inconsistent with the systemic relief incorporated in this Agreement, all Parties will take any steps needed to preserve the integrity of this Agreement.

2. THE MAJOR GOAL AND ITS ACHIEVEMENT

A major goal of this Agreement is to continue the significant progress made in reducing racial isolation and to achieve a further reduction in the racial isolation of students in Cincinnati Public Schools. That goal is to be achieved by educationally sound programs which provide quality integrated education. The Board and Superintendent assume the responsibility of achieving that progress and the Board and Superintendent retain the authority to select the methods of achieving that progress.

Because the Cincinnati Public Schools have used the Taeuber Index of Dissimilarity as a means for measuring the reduction in racial isolation and because the Index is a widely recognized standard for gauging the extent of racial isolation in public schools and housing, the Parties agree that compliance with this Agreement through successful performance in reducing racial isolation will be achieved if Cincinnati Public Schools attain the Taeuber Index levels hereinafter set forth. (An explanation of the Taeuber Index is set forth in Exhibit A to this Agreement.)

(a) A Taeuber Index of 36.5 when applied to all Cincinnati Public School students in elementary schools in the 1990-91 school year.

(b) A Taeuber Index of 36 when applied to all Cincinnati Public School students in the middle schools and junior high schools in the 1990-91 school year.

(c) A Taeuber Index of 34 when applied to all Cincinnati Public School students in the senior high schools in the 1990-91 school year.

The parties recognize that the standards agreed to above allow for more racial isolation than is permitted in many school districts that have been ordered by a Court to desegregate but provide for less racial isolation than currently exists in many urban centers.

CPS agrees to use its best efforts to achieve an annual reduction in the Taeuber Index at the elementary, junior and senior high levels.

Although no specific annual reduction in the Index is required by this Agreement, Plaintiffs may initiate a proceeding on or after December 1, 1987 if they believe that there is not a reasonable probability that CPS will succeed in reducing the Index under 2(a), (b) or (c) to the level required by the 1990-91 school year. If, after a hearing, the Court finds that there is not a reasonable probability of success, the Court will order such additional relief as it deems necessary and appropriate consistent with the terms of this Agreement, but not in excess of the financial limitations set forth in Paragraph 3(g)(1) below. As an initial step, the Court may order CPS to develop and present to the Court a plan to achieve the standards.

3. NEW AND EXPANDED ALTERNATIVE SCHOOLS AND PROGRAMS

(a) The Board and Superintendent (collectively referred to as "CPS")[1] will expand and establish new alternative schools and programs ("alternatives") to provide more educationally sound options for students and to reduce racial isolation in the school district. A goal of this element will be the establishment of sufficient alternatives to meet the standards as defined above.

(b) The Alternative Schools and Programs Plan.

A projection of alternatives for the 1984-85 school year will be published prior to the 1984-85 school year and such projections will continue annually through the 1990-91 school year. CPS may, consistent with the provisions of c(1) and c(2) of this paragraph, at its option, add, delete or revise such alternatives as sound planning dictates in order to provide successful programs and achieve the standards defined above.

(c) Policies and Procedures for Alternatives.

The Cincinnati Board of Education's policy on Admission to Alternative Programs (5111.3) (attached hereto as Exhibit B) shall remain in effect substantially in its current form. In administering this policy, students applying for admission from schools which reflect racial isolation will be given a priority period within which to apply for alternatives so long as their admission otherwise meets the requirements of that policy.[2] The Board's policy on Retention in Alternative Programs (5116.1) (attached hereto as Exhibit C) shall also remain in effect substantially in its current form so long as it is clear in that policy that the codes or regulations which may justify the non-retention of a student without parental consent are distributed to parents before they are utilized to justify the removal of a student. The "Procedures & Operations" (attached hereto as Exhibit D) with respect to alternative programs may be revised from time to time so long as such revisions are consistent with the policies noted above.

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[1] While the "Board" and "Superintendent" are referred to collectively as "CPS", it is recognized that the Board has responsibilities for policy and the Superintendent has responsibilities for implementing and administering policy.

(1) Existing Programs

Alternatives that have been in operation for one full school year after the execution of this Agreement that remain racially isolated[3] shall not apply for continued State funds as specified in provision 3(g) of this paragraph, unless CPS redesigns the program in a way it believes will reduce racial isolation. If such alternatives are continued, notwithstanding the unavailability of State aid, CPS will make further efforts to reduce racial isolation in these alternatives.

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[2] For purposes of this clause in this Agreement, and only for the purposes of this clause, "isolation" shall mean students in those schools which are 90% or more of one race.

[3] For purposes of this clause in the Agreement, and only for purposes of this clause, racially isolated shall mean that 90% or more of the students are of one race.

(2) New Programs

New alternatives, before being implemented, will be reviewed by the Alternative Schools Committee in the light of estimates of projected enrollments by race. Where after such review, CPS determines that the implementation of a particular new alternative will not advance CPS toward the standards defined above, that alternative will not be implemented.

(d) Informing Students of Alternative Availability.

Each year CPS will undertake to inform all students of the availability of the alternatives, with a concerted effort directed to students in those schools which reflect racial isolation. CPS will establish a recruitment and counseling center with a staff and budget (which will be published) to encourage student selections of alternatives, to encourage every parent and student to make a school choice, and to inform parents how to choose among alternatives for their children. Among the tools used by the recruitment and counseling center will be the publication and wide dissemination of a booklet describing all programs and opportunities and the procedure for application.

(e) An Alternative Schools Committee.

The Superintendent shall maintain the Alternative Schools Committee consisting of persons representing the school administration, staff and community at large, including at least one representative designated by the National Association for the Advancement of Colored People ("NAACP"). The activities of that Committee and the methods of evaluating alternatives shall be as set forth in the "Alternative Program Manual" which Manual may be revised from time to time consistent with Board policy.

(f) Location of New Alternatives.

To the extent consistent with sound education planning, the new alternatives identified above will be located at schools which, at the time of implementing such alternatives, reflect racial isolation.[4]

(g) The State's Financial Participation.

(1) The State of Ohio will pay to CPS 50% of the expenses incurred by CPS in designing, implementing, administering and maintaining educationally sound programs reasonably expected to reduce racial isolation to the stan-

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[4] For purposes of this clause in the Agreement, and only for purposes of this clause, "isolation" shall mean those schools with 80% or more of their students being of one race. To the extent consistent with achieving the levels set in this Agreement, new alternatives will, so far as possible, be located in a way which contributes to equitable treatment of black and white students in the performance of this Agreement.

dards defined above.[5] The State of Ohio will pay 50% of the unreimbursed expense attributable to the transportation of students who are being transported for the reduction of racial isolation. "Unreimbursed expense" shall mean that portion of this expense which remains after deducting the State Transportation reimbursements applicable to students involved in such transportation.

The total of the expenses referred to above shall be limited to those incurred during the seven school years 1984-85 through 1990-91,[6] and the State of Ohio payments shall not exceed thirty-five (35) million dollars during the seven year term.

(2) The State Defendants shall accord to CPS complete discretion to devise and employ the programs it wishes to use for the purpose of reducing racial isolation without interference from or accountability to the State for the success or failure of the measures which CPS selects.

(3) Beginning in December, 1984, payments by the State shall be made semi-annually in the months of December and June upon the submission of vouchers by CPS

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[5] Such expenses may also include those incurred in connection with programs ancillary to the reduction of racial isolation as set forth in Exhibit E attached hereto.

[6] Such expenses may also include those incurred during the 1983-84 school year in connection with preparatory activities for the 1984-85 school year. Those preparatory expenses will be treated as 1984-85 expenses.

covering costs actually incurred by CPS. Such payments shall be in addition to all other state and federal funds to which CPS may be entitled under law and regulations existing at the time of the submission of the vouchers.

4. MAINTAINING THE OPEN ENROLLMENT POLICY

(a) To assist in the reduction of racial isolation under this Agreement, the Cincinnati Board of Education's policy on Open Enrollment (5111.4) (attached as Exhibit F) shall remain in effect in substantially its current form. CPS "Open Enrollment Procedures" (attached as Exhibit G) may be revised from time to time as long as such revisions are consistent with the Board's open enrollment policy that all transfers improve racial balance in the receiving schools and not adversely affect racial balance in the sending schools.

(b) Each year CPS will undertake to inform all students of the availability of open enrollment transfers with a concentrated effort directed to eligible students in schools which reflect racial isolation. CPS will establish, in connection with the recruitment and counseling center to be established under Paragraph 3(d) above, information for distribution to students regarding the opportunities under the open enrollment policy.

(c) To guard against Special Transfers which may adversely affect racial balance, CPS will enforce procedures which relate to such transfers.

5. MAINTAINING STAFF RACIAL BALANCE

The Cincinnati Board of Education currently has in force a policy which requires that the staff in each of its schools has a racial composition which is within 5% of the racial composition of the staff in the district as a whole. The Board shall maintain that policy in effect and take the steps necessary to assure that it is enforced.

6. MAINTAINING UNBIASED TESTS AND POLICIES

The Cincinnati Board of Education currently has in force policies which require the unbiased application of discipline, and CPS currently has in force procedures to insure that tests administered throughout the district do not reflect cultural bias. Those policies and procedures will remain in force subject to any modifications determined by CPS to be necessary to assure their effectiveness. Recognizing that it is important that discipline be, and be perceived to be, fair and consistent for students of all groups, CPS will constitute a district-wide ad hoc discipline committee which will, on an annual basis beginning in 1985, review the CPS discipline policies. The results of that review will be conveyed to the CPS Superintendent by June 30 of each year. A representative designated by the NAACP will serve on that committee. CPS will also periodically review its system-wide tests to assure that they continue to meet prevailing professional standards and are being used in accordance with such standards.

7. ISOLATION THROUGH PLACEMENT OR CHOICE WITHIN BUILDINGS

The Parties recognize the importance of guarding against the racial isolation of students within school buildings. CPS currently has in effect policies to assure the unbiased placement of students within school buildings. Those policies will continue to be implemented and will be reviewed by CPS periodically to determine whether any modifications are necessary to assure their effectiveness.

8. IMPROVEMENTS IN LOW-ACHIEVING SCHOOLS

The Parties recognize that CPS is committed to a school system which strives for excellence in the academic pursuits of all of its students and that there is a particular need to address the educational needs of students in low-achieving schools. CPS will continue to target school improvement programs (e.g., Chapter I of E.C.I.A., D.P.P.F. and U.E.D.P.) to students in low-achieving schools. The Superintendent has developed and is developing special strategies for improving the basic skills of students in low-achieving schools while addressing the educational needs of low-achieving students wherever they are assigned. CPS will implement such a program at a total cost of approximately 5 million dollars over the seven year term of this Agreement.

CPS will seek to supplement the funds available for such a program through continued efforts to secure resources from foundations and other sources.

9. EXTRACURRICULAR ACTIVITIES

Students who are enrolled in a school other than their districted school shall be eligible for and encouraged to participate in all school programs (academic, athletic, extracurricular and other) and reasonable steps shall be taken to facilitate their participation. For example, participation in after-school activities will be facilitated by the provision where needed of extracurricular buses or other forms of transportation.

10. HOUSING

The Parties agree to take the following actions:

(a) Promptly after the entry of the Consent Decree, the Parties will submit letters to all local, state and federal agencies that have jurisdiction over housing or community development issues (such agencies are listed in Exhibit H attached hereto and are hereinafter referred to as "housing agencies"), informing them of the provisions of the decree and requesting advance notice of any proposed siting decision or other action which would have a potential impact on racial isolation in the public schools.

(b) Information provided by the housing agencies in response to the requests will be subjected to prompt analysis by each Party to determine the potential impact on racial isolation in the public schools.

(c) When the analyses are completed, the Parties will notify each other in writing of their findings as to potential impact (CPS and the NAACP will each designate its representative to whom this information will be communicated).

(d) In the event that CPS finds that a proposed action of a housing agency will have a potential adverse impact on racial isolation in the public schools, CPS will communicate its finding and concerns to the appropriate housing agency and will notify Plaintiffs' representative of the response to such communication.

11. PROVISIONS TO FACILITATE EFFECTIVE PERFORMANCE

The Parties agree to the following steps, designed to assure the effective performance of the Agreement:

A. The Appointment of a Facilitator

1. Selection of a Facilitator

(a) within 30 days of the entry of the Consent Decree, the Plaintiffs and CPS shall seek to agree on the selection of a Facilitator.

(b) if Plaintiffs and CPS are unable to agree upon the selection of a single Facilitator within the requisite 30 days, they may seek agreement upon the selection of two Facilitators.

(c) if no agreement is reached by Plaintiffs and CPS within the 30 day period, the selection of a Facilitator will be left to the Court.

2. The duties of the Facilitator shall be:

(a) to collect and analyze reports and other information pertinent to performance under the Agreement. The types of information which may be obtained from the CPS, the State or other government agencies are set forth in Exhibit I.

(b) to act as a clearinghouse to disseminate information to the Parties and to the public.

(c) to serve as a resource for the communitywide task force to be established pursuant to the provisions of subsection B of this paragraph.

(d) to file timely reports with the Court and the Parties on progress under the Agreement, including recommendations on any steps needed to assist in effective performance of the Agreement. The Facilitator shall not make any recommendations which are inconsistent with the provision above that CPS shall determine the means to be used in reducing racial isolation, unless such recommendations are requested by the Court.

3. Budget and Funding.

(a) Within 30 days after selection, the Facilitator, after consultation with the Parties and the Court, will develop and submit to the Parties a first school year plan for whatever staffing and budgeting are deemed necessary, including expenses incurred between the date of appointment and July 1, 1984. If the Parties are unable to agree on staff and budget, the matter will be submitted to the Court for resolution. Sixty days prior to the expiration of a given school year, the Facilitator shall submit to the Parties a budget for the ensuing school year. If the Parties are unable to agree on that budget, the matter will be submitted to the Court for resolution.

(b) CPS may be reimbursed for the expenses of the office of the Facilitator in accordance with Paragraph 3(g) above.

B. The Establishment of a Communitywide Task Force.

1. The objective of the Communitywide Task Force (hereinafter "Task Force") will be to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Agreement. The Task Force may accomplish this objective by such means as: the dissemination of information about the opportunities and options made available to parents and students under this

Agreement; the dispelling of misinformation about the provisions of the Agreement; and, assistance in securing financial and technical support for CPS in carrying out this Agreement.

2. The Task Force shall consist of 14 members, drawn from business, labor, civic, religious, civil rights, education or other organizations in the community. Individuals who do not represent an organization will also be eligible to serve. The Plaintiffs and CPS shall each select seven members of the Task Force, and each shall seek to include one educator from a school district in Hamilton County. One of the members of the group selected by each Party for membership on the Task Force may serve on each of the CPS committees cited in this Agreement and any other non-Board CPS committees that have functions related to the effective performance of this Agreement, except the Superintendent's Cabinet and any other committee which deals with personnel matters. The Task Force will select its own Chairperson.

C. A Determination of the Need for Measures for the Resolution of Problems and Disputes.

Nine months after the entry of the Consent Decree, the Court will schedule a hearing for the purpose of determining whether problems or disputes arising under this Agreement are effectively being resolved. If, after hearing the presentations of the Parties and any recommendations of the Facilitator, as to the need for a dispute resolution mechanism, the Court determines that there is a need for the establishment of such a mechanism, it will enter an appropriate Order in that regard.

12. REMEDIES FOR BREACH OF AGREEMENT

In the event of breach of this Agreement, the remedy for such breach shall be through a suit seeking specific performance hereof. In the event that any decree for specific performance is not honored, the aggrieved Parties may seek appropriate relief through this Court's contempt powers. However, before a suit for specific performance shall be instituted, the Parties shall, for a period of 60 days following notice to all Parties of such alleged breach, undertake to negotiate such steps as can be taken to remedy the failure of any Party to meet the obligations of this Agreement.

The Parties recognize that in a suit brought for specific performance of this Agreement, the defense of impossibility of performance will be available.

In any proceedings to enforce this Agreement, no claim of *de jure* segregation shall be asserted against the Cincinnati School District, the Cincinnati Board of Education or any official employed thereby, or against the State Defendants, based upon any acts or omissions prior to the date of this Agreement, and the Plaintiffs agree that they, and the class they represent, are forever absolutely barred from asserting any claim based on acts or omissions that occurred prior to the date of this Agreement.

During the term of this Agreement, compliance with this Agreement shall be deemed to be compliance with the mandate of the 14th Amendment to the Constitution of the United States.

13. HEARING

The expiration date of this Agreement will be June 30, 1991, unless previously altered by agreement of the Parties and/or by Order of the Court. Not less than 30 or more than 60 days prior to the expiration of the Agreement, a hearing will be held before this Court for the purpose of determining, based upon any claims and/or defenses presented by the Parties, whether there has been compliance with the Agreement. If the Court finds that compliance has been achieved, it will dissolve the Decree. If the Court finds that compliance has not been achieved, it may retain jurisdiction and order such additional steps as it deems necessary and appropriate.

14. ESAA FUNDS

The Parties agree that promptly upon the entry of the Consent Decree they will jointly exercise their best efforts to obtain the release of the total funds held in escrow, plus accrued interest, by the United States Department of Education pursuant to Judge David S. Porter's Orders of June 21, 1974 and June 24, 1976, in the case styled Board of Education of the City School District of the City of Cincinnati v. Department of Health, Education and Welfare, Civil Action No. C-1-74-185.

15. RESOLUTION OF ISSUES

Upon the incorporation of this Agreement into a Consent Decree, this Action against the Board, Superintendent and State Defendants will be dismissed with prejudice.

This Settlement Agreement resolves all issues in this Action between the Parties relating to alleged acts and practices of discrimination by the Board and Superintendent and the State Defendants at any time prior to the date of this Agreement, as well as any future effects of such acts and practices.

EXHIBITS--TABLE OF CONTENTS

Exhibit A - Taeuber Dissimilarity Index

Exhibit B - Policy 5111.3

Exhibit C - Policy 5116.1

Exhibit D - "Procedures & Operations"

Exhibit E - Estimated Budget

Exhibit F - Policy 5111.4

Exhibit G - Open Enrollment Procedures

Exhibit H - List of Federal, State, County & City Agencies

Exhibit I - Information To Be Collected and Analyzed By Facilitator

EXHIBIT

A

TAEUBER DISSIMILARITY INDEX

$$D = 1/2\ (100) \sum \left| \frac{N_i}{N} - \frac{W_i}{W} \right|$$

where N_i = number of black pupils in the i^{th} school;

$N = \sum N_i$ = total number of black pupils in the district

W_i = number of white pupils in the i^{th} school;

$W = \sum W_i$ = total number of white pupils in the district

"Indexes of Racial Residential Segregation for 109 Cities in the United States, 1940 to 1970" by A. Sorensen, K. E. Taeuber, and L. J. Hollingsworth, Jr., Sociological Focus, 8, 125, 1975.

EXHIBIT

B

STUDENTS 5111.3

Admission to Alternative Programs

Alternative programs in the Cincinnati Public Schools are designed to provide options for children relative to curricular emphasis, learning and teaching styles, structure, learning outcomes, and other factors which may distinguish alternative programs from the conventional program. The system will provide the best information available about each alternative program for all pupils. On this basis, a student's interest in a given alternative will be a major factor in determining admission.

A second major factor in determining admission is the meeting of basic eligibility requirements, including pupil age or grade level.

The achievement of racial balance within an alternative program is a third major factor in admission. The goal is for each alternative program to have the maximum racial balance consistent with the other objectives of the program. To the extent that qualified applicants must be rejected from a given alternative program or school because of capacity limitations, rejections from each alternative will be selected in such a way so that the enrollment of each alternative program or school will tend to substantially reflect the racial characteristics of the district as a whole.

Adopted: 6/9/75

EXHIBIT

C

STUDENTS 5116.1

Retention in Alternative Programs

Upon enrollment, it is assumed the student will remain in the selected alternative until completion of the total program. Students are free, however, to withdraw and return to their district school at any time they feel the program no longer meets their needs. Preferably, withdrawals should be effected at the end of the ongoing quarter.

Student who are evaluated as unsuccessful in an alternative program may be counseled back to a regular (or other alternative) program. Any change in program requires pupil and parent consent. Certain alternative programs may pose special exceptions to this latter rule. For example, a student who violates codes of conduct or dress which are intrinsic to a Fundamental School could be returned to the district school without parental permission.

Adopted: 6/9/75

EXHIBIT
D

ALTERNATIVE PROGRAMS

CINCINNATI PUBLIC SCHOOLS

PROCEDURES & OPERATIONS

230 E. NINTH ST., CINCINNATI, OHIO 45202 / (513)369-4020

EXHIBIT

E

Estimated Budget
(In Millions of Dollars)

	Seven Year Totals
New and Expanded Alternative Programs	29.0
Planning	
Staffing	
Equipment	
Facilities	
Inservice	
Transportation	
Supplies and Materials	
Continuation of Existing Alternative Programs	71.0
Staffing	
Equipment	
Facilities	
Inservice	
Transportation	
Supplies and Materials	
Ancillary Programs	
Community Education	1.0
Basic Skills Improvement	5.0
Seven Year Total	106.0

EXHIBIT

Open Enrollment

The open enrollment in effect in the Cincinnati Public Schools is designed to serve as one means of improving racial balance within the pupil population of the schools.

Transportation arrangements for open enrollment students shall be made in accordance with transportation policies of the board of education.

In achieving the goal of racial balance, within the open enrollment program, the following criteria shall be adhered to:

1. The pupil assignment will improve racial balance in the receiving school and does not adversely affect the racial balance of the sending school.
2. The pupil assignment will not adversely affect the pupil capacity of the receiving school. Senior high schools function as an exception to this arrangement. Space will be provided in senior high schools for all otherwise eligible pupils applying on or before April 30 for the next school year. Subsequent applications will be placed on a waiting list for consideration as seats become available.
3. Only one open enrollment assignment will be approved in the same school year for each pupil.
4. Pupils assigned to a school under this policy are expected to remain in the school assigned until the completion of the grade levels available at that school, and the school will be considered the school of assignment until reassignment occurs.
5. The open enrollment admission plan does not apply to Walnut Hills School or to alternative programs.

The superintendent shall establish procedures designed to carry out this policy. Pupils accepting open enrollment school assignments shall abide by the provisions of those procedures.

Adopted: 6/27/77
Revised: 1/25/82

EXHIBIT

G

OPEN ENROLLMENT PROCEDURES

CINCINNATI PUBLIC SCHOOLS
Department of Curriculum and Instruction

June, 1983

EXHIBIT

H

HOUSING AGENCIES

Federal

1. Department of Housing & Urban Development
2. Department of Transportation

State

1. Ohio Housing Authority
2. Dept. of Economic Development
3. Ohio Housing Development Commission Board
4. OKI - Ohio/Kentucky/Indiana Regional Planning Commission

County

1. Hamilton County Community Development Dept.
2. Hamilton County Regional Planning Dept.
3. Regional Planning Commission
4. Zoning Board of Appeals
5. CMHA - Cincinnati Metropolitan Housing Authority

City

1. Dept. of Neighborhood Conservation and Housing
2. City Planning Commission
3. Office of Relocation

EXHIBIT

I

INFORMATION TO BE COLLECTED AND ANALYZED BY THE FACILITATOR

The types of information to be collected and analyzed by the Facilitator shall be pertinent to the performance of this Agreement and may include: CPS' annual calculation of the Taeuber Index at each level, pursuant to Paragraph 2, including the data on which the calculations are based and data showing for each school the identity of the students' sending school; CPS' plans for the development and location of new and expanded alternatives under Paragraph 3, including recommendations of the Alternative Schools Committee; data on State funding under Paragraph 3; data on open enrollment and other transfers permissible under other policies under Paragraph 4; data on faculty and other staff under Paragraph 5; data on discipline and testing under Paragraph 6; data on placement of students under Paragraph 7; data on achievement levels and programs to aid low-achieving students under Paragraph 8; data on treatment of students in extracurricular activities under Paragraph 9; and, data on housing under Paragraph 10.

October 24, 1985

The Honorable Walter H. Rice
United States District Court
for the Southern District of
Ohio
Western Division
Dayton, OH 45402

Re: Bronson v. Board of Education

Dear Judge Rice:

This will supplement my letter of September 19 which reported on the status of efforts to resolve the concerns raised at the September 12 dispute resolution hearing.

The second meeting to address the Taeuber index methodology was held as scheduled on October 2 at 8:30 a.m. At that meeting, the parties agreed to certain procedures which, while not precluding the possible need for future consideration by the Court, eliminate the need for the Court's intervention at this time and which are summarized below.

Combination Buildings

Beginning with the 1985-86 school year and continuing thereafter for the term of the settlement agreement, Cincinnati Public Schools (CPS) will calculate the Taeuber Index by two methods:

> First, by continuing the methodology used since the 1980-81 school year which treats combination buildings as a single school unit without regard to the degree of interaction between alternative and traditional school students in that building, and,
>
> Second, by treating an alternative program and a traditional program located in a single building as separate schools if the racial populations of the alternative and traditional programs are divergently in variance from the racial composition of the district as a whole and students in the two programs are isolated from each other for more than half of the school day.

CPS will collect data on the enrollments and racial characteristics of alternative schools and programs concurrent with its October collection of such data for buildings generally. Where the degree of intra-school contact between students in combination buildings varies by grade level, the "half of the school day" test will be established by computing a weighted average across grade levels to include all alternative program students in the building.

For the 1984-85 school year, the difference in Index values between the first and second methods ranged from four tenths of one point (senior high and elementary schools) to two points (junior high schools). CPS believes that the first method should be used to measure progress toward satisfaction of the settlement agreement's Taeuber goals and Plaintiffs reserve the right to argue that the second method should be used. However, since both parties are hopeful that the Taeuber goals can be reached under either method, it is unnecessary for the Court to determine which method should be controlling under the settlement agreement. However, should the difference in the Index values obtained by the two methods increase significantly in subsequent years or should reasonable progress toward the settlement agreement goals not be demonstrated under the second method, then both parties reserve their right to present this issue for consideration by the Court at that time.

GRADE LEVEL GROUPINGS

At present in its Index computations, CPS classifies as senior high schools the entire population of buildings which may include grade levels outside of the traditionally defined range of this classification. However, the effect of regrouping this data to a traditional K-6, 7-9, and 10-12 taxonomy would not alter the total number of Taeuber transfers required to meet the Settlement goals. It is also somewhat illogical, despite the Settlement Agreement's language, to divide "non-combination" buildings into separate schools for purposes of the Index computations.

Therefore, the plaintiffs have withdrawn their objection to continuation by CPS of its present classification of school buildings for this purpose. Incoonsideration thereof, CPS will promptly provide to plaintiffs a written procedure by which the future classification of buildings whose grade level configuration differs from those presently extant will be determined during the remaining term of the Settlement Agreement.

CONCLUSION

These procedures, jointly developed by the parties, eliminate any present need for the Court to intervene in the Index computation. As to combination buildings, both parties believe in the propriety of their respective methods. However, unless it subsequently develops that the values obtained under these methods diverge significantly, there is no need for the Court to resolve this dispute. Indeed, the parties intend that CPS will be able to demonstrate a sufficient rate of progress toward the Taeuber Index goals so as to make this issue irrelevant.

Respectfully submitted,

G. David Schiering, Esq.
For Cincinnati Public Schools

Agreed:

Trudy D. Rauh, Esq.
For Plaintiffs

GDS/as

APPENDIX B

BUDGET

1. Seven-Year Plan of Expenditures
2. 1984-85 Expenditures
3. 1985-86 Expenditures

CINCINNATI PUBLIC SCHOOLS
BRONSON SETTLEMENT AGREEMENT BUDGET

Possible (but not required) plan of expenditures. Excessive expenditures may be necessary at beginning of period or at special points, based upon nature of program ideas.

	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	TOTAL
NEW AND EXPANDED ALTERNATIVE PROGRAMS	1,158,077	1,682,328	2,191,024	3,368,248	3,570,343	3,784,564	4,011,638	19,766,222
PROGRAM COORDINATION	819,241	531,495	560,385	591,008	623,468	657,876	694,349	4,477,822
PUPIL TRANSPORTATION	452,228	479,361	508,123	538,610	570,927	605,183	641,494	3,795,926
EXTRACURRICULAR TRANS.	85,000	90,100	95,506	101,236	107,310	113,749	120,574	713,475
COMMUNITY EDUCATION	235,000	145,000	153,700	162,922	172,697	183,059	194,042	1,246,420
LOW ACHIEVING SCHOOLS	595,664	631,403	669,288	709,445	752,012	797,132	844,960	4,999,904
TOTAL	3,345,210	3,559,687	4,178,026	5,471,469	5,796,757	6,141,563	6,507,057	34,999,769

4/15/85

BRONSON SETTLEMENT BUDGET

1984-1985

* Facilitator Expenses

CATEGORY	COORD. OFFICE	SCHOOLS ALT.	ALT. OFFICE	LOW ACH. SCHOOLS	TRANS.	PUBL.	COMM. ED.	EVAL.	CAP. IMPRO.	STAFF DEV.	TOTALS
PERSONNEL											
CERT. SAL.	55,461	93,660	143,000	415,734	49,050		45,003	70,356		41,214	913,478
NON. SAL.		29,004	35,000	48,863						35,000	147,867
CONSULTANTS (Facilitator)	24,000	10,406									34,406
CIVIL SERVICE											
SAL.	18,312	54,800	25,000	148,046	16,462	40,028	82,236	56,270		16,462	457,616
NON. SAL.		2,200	5,000	11,123							18,323
PERS. TOTALS	97,773	190,070	208,000	623,766	65,512	40,028	127,239	126,626		92,676	1,571,690
NON-PERSONNEL											
SUNDRY SUP.											
SUPPLIES	2,000		35,000			1,000	2,000	1,000		10,000	51,000
MILEAGE			4,000			1,000	1,500	800			7,300
PROF. MTGS.	*16,500		3,000								19,500
MISC.		84,505	6,000	86,588		49,000		51,700		10,000	287,793
SUPP. BOOKS											
EQUIPMENT											
ADDITIONAL		291,753	10,500	77,500		2,000		400		30,000	412,153
REPLACEMENT											
REPAIR		150	500				100			3,000	750
UNALLOCATED			117,000		46,860						163,860
RENOVATION									792,058		792,058
NON-PERSONNEL TOTALS	18,500	376,408	176,000	164,088	46,860	53,000	3,600	53,900	792,058	53,000	1,737,414
GRAND TOTALS	116,273	566,478	384,000	787,854	112,372	93,028	130,839	180,526	792,058	145,676	3,309,104
ACTUAL CHARGED (Less Fr)	60,729	48,506	142,232	691,506	----	77,944	95,382	151,342	1,010,165	110,385	2,388,191 - 920,913

11-25-85

BRONSON SETTLEMENT BUDGET
(WITHOUT LAS)

1985-1986

	COORD. OFFICE	SCHOOLS ALT.	ALT. OFFICE	TRANS.	PUBL.	COMM. ED.	EVAL.	CAP. IMPRO.	STAFF DEV.	TOTALS
PERSONNEL										
CERT. SAL	57,956	776,876	194,702	51,257		48,802	99,000		43,068	1,271,661
NON. SAL.		40,994	50,000			5,000			53,000	148,994
CONSULTANTS (Facilitator)	24,000	20,359								44,359
CIVIL SERVICE										
SAL.	19,045	131,463	38,586	34,240	53,615	88,455	57,500		17,120	440,024
NON. SAL.		118	5,000			25,000				30,118
PERS. TOTALS	101,001	969,810	288,288	85,497	53,615	167,257	156,500		113,188	1,935,156
NON-PERSONNEL										
SUNDRY SUP.										
SUPPLIES	2,000	9,000	24,000		1,200	5,000	1,200		5,000	47,400
MILEAGE			5,000		1,000	2,500	1,200			9,700
PROF. MTGS.	*16,500	3,000	5,000							24,500
MISC.		102,350	53,000		55,200		17,700		4,000	232,250
SUPP. BOOKS		60,161							10,000	70,161
EQUIPMENT										
ADDITIONAL		264,225	4,000		2,500	500	500		5,000	276,725
REPLACEMENT										
REPAIR		150	1,000			1,000				2,150
UNALLOCATED				140,580						140,580
RENOVATION								362,830		362,830
NON-PERSONNEL TOTALS	18,500	438,886	92,000	140,580	59,900	9,000	20,600	362,830	24,000	1,166,296
GRAND TOTALS	119,501	1,408,696	380,288	226,077	113,515	176,257	177,100	362,830	137,188	3,101,452

* Facilitator Expenses

APPENDIX C

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1986 (October 6-10)

School	American Indian	%	Asian	%	Black	%	White	%	Hispanic	%	TOTAL	Male	Female
Senior High Schools													
Aiken	1	.06	4	.24	1,188	70.80	484	28.84	1	.06	1,678	858	820
C.A.P.E.	1	.09	1	.09	663	56.09	516	43.65	1	.09	1,182	702	480
Hughes	...	...	...	...	1,234	83.04	252	16.96	...	...	1,486	761	725
S.C.P.A.	...	...	13	1.15	526	46.38	594	52.38	1	.09	1,134	469	665
Taft	...	...	...	...	911	83.58	179	16.42	...	...	1,090	541	549
Walnut Hills	2	.09	68	2.92	781	33.50	1,468	62.98	12	.51	2,331	1,087	1,244
Western Hills	1	.04	16	.63	1,009	39.54	1,525	59.76	1	.04	2,552	1,313	1,239
Withrow	2	.09	82	3.53	1,723	74.24	508	21.89	6	.26	2,321	1,145	1,176
Woodward	2	.12	4	.24	1,438	86.94	209	12.64	1	.06	1,654	875	779
Total Senior High	9	.06	188	1.22	9,473	61.40	5,735	37.17	23	.15	15,428	7,751	7,677
Jr. High and Middle Schools													
Bloom	...	...	...	...	347	92.29	29	7.71	...	...	376	199	177
C.B.A.	...	...	30	7.04	231	54.23	162	38.03	3	.70	426	195	231
Crest Hills	...	...	...	...	410	87.61	56	11.97	2	.43	468	255	213
Dater	...	...	4	.50	315	38.99	489	60.52	...	...	808	391	417
Gamble	...	...	1	.14	401	56.72	305	43.14	...	...	707	364	343
Merry	...	...	...	...	554	92.64	44	7.36	...	...	598	344	254
Peoples	...	...	...	...	545	75.91	173	24.09	...	...	718	368	350
Porter	...	...	...	...	187	63.18	109	36.82	...	...	296	141	155
Roberts	2	.29	...	...	93	13.38	599	86.19	1	.14	695	373	322
Schwab	...	...	3	.40	511	68.68	229	30.78	1	.13	744	364	380
Shroder	...	...	...	...	111	58.73	78	41.27	...	...	189	101	88
Total Junior High & Middle Schools	2	.03	38	.63	3,705	61.49	2,273	37.73	7	.12	6,025	3,095	2,930

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1986 (October 6-10)

School	American Indian	%	Asian	%	Black	%	White	%	His-panic	%	TOTAL	Male	Female
Elementary Schools													
Anderson Place	...	...	6	.80	424	56.84	316	42.36	...	...	746	404	342
Bond Hill	...	...	...	...	462	94.67	26	5.33	...	...	488	242	246
Bramble	...	...	...	...	287	73.21	105	26.79	...	...	392	204	188
Burton	...	...	1	.22	450	97.83	9	1.96	...	...	460	238	222
Carson	...	...	3	.54	11	1.97	545	97.50	...	...	559	301	258
Carthage	...	...	...	...	243	61.36	153	38.64	...	...	396	201	195
Central Fairmount	...	...	1	.17	227	39.00	353	60.65	1	.17	582	294	288
Chase	...	...	1	.12	457	53.89	388	45.75	2	.24	848	430	418
Cheviot	1	.21	3	.63	174	36.25	297	61.88	5	1.04	480	234	246
Clifton	...	...	48	7.84	356	58.17	203	33.17	5	.82	612	284	328
College Hill	...	...	6	1.05	330	57.69	236	41.26	...	...	572	266	306
Covedale	...	...	4	.63	155	24.33	477	74.88	1	.16	637	327	310
Douglass	...	...	...	...	458	72.58	169	26.78	4	.63	631	339	292
Eastern Hills	...	...	2	.29	343	49.93	342	49.78	...	...	687	342	345
Fairview	...	...	11	1.90	276	47.59	292	50.34	1	.17	580	304	276
Hartwell	...	...	6	1.11	272	50.28	255	47.13	8	1.48	541	269	272
Hays	...	...	...	...	398	99.25	3	.75	...	...	401	213	188
Heberle	...	...	36	6.26	407	70.78	132	22.96	...	...	575	321	254
Heinold	...	...	...	...	347	62.98	204	37.02	...	...	551	282	269
Hoffman	...	...	...	...	345	99.14	3	.86	...	...	348	185	163
Hyde Park	...	...	2	.52	219	56.59	163	42.12	3	.78	387	200	187
Kilgour	...	...	5	1.16	167	38.84	258	60.00	...	...	430	204	226
Kirby Road	1	.18	2	.35	232	40.92	332	58.55	...	...	567	312	255
Linwood	...	...	6	1.95	129	41.88	173	56.17	...	...	308	153	155
Losantiville	...	...	6	1.81	198	59.82	122	36.86	5	1.51	331	188	143
McKinley	1	.39	...	...	9	3.53	245	96.08	...	...	255	143	112
Midway	...	...	6	1.16	181	34.87	332	63.97	...	...	519	261	258
Millvale	...	...	...	...	326	98.19	6	1.81	...	...	332	178	154
Mt. Airy	5	.79	16	2.52	298	47.00	315	49.68	...	...	634	332	302
Mt. Washington	...	...	3	.49	140	22.84	465	75.86	5	.82	613	281	332

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1986 (October 6-10)

School	American Indian	%	Asian	%	Black	%	White	%	His-panic	%	TOTAL	Male	Female
North Avondale	1	.20	2	.40	298	60.32	193	39.07	...	...	494	245	249
North Fairmount	...	...	...	...	313	74.35	108	25.65	...	...	421	222	199
Oyler	...	...	...	...	33	6.41	481	93.40	1	.19	515	275	240
Parham	...	...	...	...	425	93.00	32	7.00	...	...	457	247	210
Pleasant Hill	...	...	4	.62	479	73.69	167	25.69	...	...	650	333	317
Pleasant Ridge	...	...	4	.62	437	68.07	196	30.53	5	.78	642	325	317
Quebec Heights	...	...	5	.58	90	10.39	769	88.80	2	.23	866	437	429
Rockdale	...	...	...	...	617	98.41	10	1.59	...	...	627	332	295
Roll Hill	...	...	...	...	207	56.40	160	43.60	...	...	367	185	182
Roosevelt	1	.27	2	.54	188	51.09	177	48.10	...	...	368	176	192
Roselawn	...	...	6	.87	423	61.48	256	37.21	3	.44	688	331	357
Rothenberg	...	...	...	...	477	89.33	57	10.67	...	...	534	266	268
Sands	...	...	3	.47	323	50.95	306	48.26	2	.32	634	301	333
Sayler Park	...	...	...	...	42	8.37	460	91.63	...	...	502	260	242
Schiel	...	...	32	7.19	240	53.93	170	38.20	3	.67	445	190	255
Silverton	...	...	4	.88	370	81.86	78	17.26	...	...	452	222	230
South Avondale	...	...	...	...	479	99.58	2	.42	...	...	481	277	204
Swifton	...	...	...	...	272	79.53	63	18.42	7	2.05	342	168	174
Wm. H. Taft	...	...	...	...	431	96.85	14	3.15	...	...	445	235	210
Vine	...	...	...	...	235	82.17	50	17.48	1	.35	286	159	127
Washburn	...	...	...	...	552	99.64	2	.36	...	...	554	276	278
Washington Park	...	...	1	.17	470	82.17	101	17.66	...	...	572	308	264
Westwood	...	...	4	.72	155	27.93	396	71.35	...	...	555	316	239
Whittier	...	...	...	...	83	10.85	680	88.89	2	.26	765	376	389
Windsor	...	...	...	...	320	97.85	7	2.15	...	...	327	180	147
Winton Place	...	...	1	.19	481	90.24	49	9.19	2	.38	533	298	235
Winton Terrace	...	...	3	.73	237	57.38	171	41.40	2	.48	413	241	172
Woodford	...	...	5	1.22	226	55.26	178	43.52	...	...	409	211	198
Total Elementary	10	.03	250	.84	17,224	57.79	12,252	41.11	70	.23	29,806	15,324	14,482

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1986 (October 6-10)

School	American Indian	%	Asian	%	Black	%	White	%	His-panic	%	TOTAL	Male	Female
Special Schools													
Allen House	...	...	...	...	8	66.67	4	33.33	...	...	12	4	8
Guilford	...	...	...	...	51	53.13	45	46.88	...	...	96	62	34
Hillcrest	...	...	1	.66	84	55.63	66	43.71	...	...	151	128	23
Juv. Court Ctr.	...	...	...	...	9	...	3	...	...	...	12	6	6
McMillan Center	...	...	...	...	70	47.95	76	52.05	...	...	146	85	61
Altercrest	...	...	...	...	5	50.00	5	50.00	...	...	10	10	...
C.C.D.D.	...	...	...	...	5	71.43	2	28.57	...	...	7	5	2
Children's Home	...	...	...	...	7	23.33	23	76.67	...	...	30	23	7
Ch. Psych. Ctr	...	...	...	...	9	37.50	15	62.50	...	...	24	20	4
Talbert House	...	...	...	...	1	10.00	9	90.00	...	...	10	7	3
Hospitals	1	1.02	1	1.02	18	18.37	77	78.57	1	1.02	98	61	37
Total Special Schools	1	.17	2	.34	267	44.80	325	54.53	1	.17	596	411	185
Part Time Vocational/ Driver Education FTE	...	...	...	...	24	16.33	123	83.67	...	...	147	30	117
DISTRICT TOTAL	22	.04	478	.92	30,693	59.02	20,708	39.82	101	.19	52,002	26,611	25,391

Evaluation Branch
Administrative Research
November 6, 1986

APPENDIX D

D-1

Evaluation
Branch

EVALUATION OF ALTERNATIVE PROGRAMS

1985 - 1986

By: Mrs. Mary A. Gladden
Dr. Mary H. Moore

November, 1986

Cincinnati Public Schools
Office of the Superintendent

TABLE OF CONTENTS

Page

Executive Summary ii

Introduction. 1

Program Evaluation. . . . .
  Data Sources 2
  Enrollment and Location. 2
  Achievement Status 8
  Achievement Gains. 12
  Attitudes. 14
  Program Costs. 23

Summary 28

Tables

1. Alternative Program Membership Distribution and Percent of Black Students, November, 1985 3
2. Comparison of Percentages of Black Membership and Deviation From Guideline Range, November, 1984 and November, 1985. 5
3. Alternative Program Locations by District Area, 1985-86. 7
4. CAT Total Reading and Total Math Stanine Distribution and Percent At and Above National Norm for Alternative Programs, by Location, April, 1986. 9
5. Comparison of California Achievement Tests, Total Reading and Total Mathematics, Stanine Distribution for Alternative and Non-Alternative Groups, Grades 1-11, April, 1986 11
6. Normal Curve Equivalents Status and Gains, California Achievement Tests, Total Reading and Total Math, Matched and Promoted Alternative Students by Program and Location, Apr. 1985 & Apr. 1986 . 13
7. Comparison of Mean NCE Gains for Alternative and Non-Alternative Students on the California Achievement Tests, Grades 2-11, April, 1985 and April, 1986. 14
8. Student Ratings of Interracial Understanding, November, 1985 . . . 15
9. Student Attitudes Toward School, November, 1985. 16
10. Student Attitudes Toward Safety and Discipline, November, 1985 . . 17
11. Parent Ratings of Interracial Understanding, November, 1985. . . . 18
12. Parent Attitudes Toward School, November, 1985 19
13. Parent Attitudes Toward Safety and Discipline, November, 1985. . . 20
14. Teacher Ratings of Interracial Understanding, November 1985 . . . 21
15. Teacher Attitudes Toward School, November, 1985. 22
16. Teacher Attitudes Toward Safety and Discipline, November, 1985 . . 23
17. Estimated Personnel Costs of Alternative Programs, 1985-86 25
18. Comparison of Non-Personnel Budget for Alternative Programs, 1984-85 and 1985-86. 27

Executive Summary

This report summarizes data on alternative programs in Cincinnati Public Schools for the 1985-86 school year in the following areas: enrollment, racial composition, achievement on standardized tests, attitudes toward school and additional costs including those for teachers and instructional assistants.

The number of students attending alternative programs was 15,518, an increase of 1,038 over the 1984-85 school year. Of the students attending alternative programs, 57% were black. Thirty-four of the 47 programs were racially balanced according to the guidelines established by the school system.

Comparisons of the achievement on standardized tests between alternative and non-alternative program students show that a higher percentage of alternative program students scored in the above average stanines. A comparison between achievement scores in 1984-85 and 1985-86 shows that in 1985-86 in reading the alternative program students scored slightly higher; both groups scored slightly lower in mathematics. However, the expected gain based on national norms was almost achieved by both groups.

On attitudinal surveys, alternative program students and their teachers and parents demonstrated a more positive attitude toward interracial understanding, school in general, and school safety and discipline.

Estimated costs for excess teachers and instructional assistants during the 1985-86 school year were $5,125,489.96; non-personnel costs were $337.622.

D-4

EVALUATION OF ALTERNATIVE PROGRAMS

1985-86

Introduction

For more than one hundred years, the dominant pattern of schooling in the United States was the assignment of children to the schools in their neighborhoods. Certainly, there have always been exceptions to this prevailing pattern: private and parochial schools, evening schools, and area vocational schools. For the majority of families, however, assignment to neighborhood public schools has been the norm. During the last sixteen years the Cincinnati Public Schools has provided alternative programs as an option to attendance at neighborhood schools.

Since balanced racial composition is a primary goal, applications for entrance into an alternative program are received from students regardless of where they may reside in Cincinnati. Acceptance to the program is based primarily on racial balance.

The purpose of this report is to summarize evaluation data on alternative programs in the Cincinnati Public Schools and to assist in the decision-making processes related to these programs. Enrollment data, achievement status, achievement gains, attitude survey results, and estimated costs are presented for the alternative programs functioning during the 1985-86 school year.

Program Evaluation

Data Sources

Data for this report were obtained from several sources. Enrollment and racial composition were obtained from the administrative research section of the evaluation branch. California Achievement Test and attitude survey data were obtained from the testing section of the evaluation branch. Costs for alternative programs were obtained from the alternative program office, the personnel office, and the administrative research section.

Enrollment and Location

Enrollment and racial composition data as of November, 1985, are shown in Table 1. A total of 15,518 students were enrolled in alternative programs, an increase of 1,098 over the 1984-85 school year. Of the total students enrolled in alternative programs 57% were black. The percent of black students in alternative programs has remained stable over the last four years (1984-85, 55%; 1983-84, 54%; 1982-83, 56%; 1981-82, 58%).

Table 1. Alternative Program Membership Distribution and Percent of Black Students, November, 1985.

Program/Location		*Black*	*White*	*Total*	*Percent Black*
Applied Arts Academy					
Oyler	(4-6)	25	161	186	13.44%
Academy of World Languages					
Schiel	(K-4)	46	33	79	58.23
Elementary College Preparatory					
Anderson Place	(4-6)	34	50	84	40.48
Bond Hill	(4-6)	69	1	70	98.57
Burton	(4-6)	49	0	49	100.00
Covedale	(4-6)	68	173	241	28.22
Pleasant Hill	(4-6)	90	48	138	65.22
Roselawn/Condon	(4-6)	172	93	265	64.91
Elementary Individually Guided Education					
Eastern Hills	(K-8)	356	316	672	52.98
Heinold	(K-8)	354	220	574	61.67
North Avondale	(4-6)	123	8	131	93.89
Silverton	(K-6)	385	75	460	83.70
Woodford	(K-3)	245	170	415	59.04
Elementary Academy of Mathematics and Science					
Rockdale	(4-6)	74	3	77	96.10
Extended Day Enrichment Program					
Heberle	(K-6)	25	30	55	45.45
French Bilingual					
Carthage	(K-5)	220	169	389	56.56
Midway	(K-5)	105	168	273	38.46
Mt. Washington	(K-3)	44	137	181	24.31
Fundamental Academy					
College Hill	(K-6)	303	232	535	56.64
Linwood	(K-6)	119	193	312	38.14
German Bilingual					
Fairview	(K-5)	257	315	572	44.93
Individual Progress and Social Impact Program					
Bramble	(K-3)	62	59	121	51.24
Pleasant Hill	(K-3)	221	97	318	69.50
Intermediate University Demonstration School					
Chase	(4-6)	412	303	715	57.62
Montessori					
North Avondale	(K-3)	214	134	348	61.49
Sands	(K-6)	324	325	649	49.92
Multi-Age					
Clifton	(K-6)	382	300	682	56.01
Primary Arts Enrichment					
Schiel	(K-3)	79	82	161	49.07
Primary Physical Education					
Winton Terrace	(k-3)	135	66	201	67.16
Reading/Language Arts Demonstration Center					
Douglass	(K-6)	499	164	663	75.26
Spanish Bilingual					
Cheviot	(K-2)	119	181	300	39.67
Hartwell	(K-5)	128	99	227	56.39
Mt. Airy	(K-5)	118	102	220	53.64
Pleasant Ridge	(K-5)	212	129	341	62.17
Swifton	(K-5)	59	51	110	53.64
Cincinnati Academy of Mathematics & Science					
Woodward	(7-12)	392	104	496	79.03
Cincinnati Academy of Physical Education					
CAPE	(4-12)	670	538	1208	55.46
Cincinnati Bilingual Academy					
Sawyer	(6-8)	223	161	384	58.07
City-Wide Learning Community					
Hughes	(9-12)	58	42	100	58.00
Computers Unlimited					
Hughes	(9-12)	138	162	300	46.00
International Studies Academy					
Withrow	(9-12)	354	168	522	67.82
Junior High College Readiness					
Dater	(7-9)	61	60	121	50.41
Peoples	(7-8)	91	21	112	81.25
Porter	(7-9)	123	48	171	71.93
Schwab	(7-8)	63	45	108	58.33
Shroder	(7-9)	44	11	55	80.00
School for Creative and Performing Arts					
SCPA	(4-12)	516	611	1127	45.79
TOTAL		*8860*	*6658*	*15,518*	*57.10*

An effort was made in the acceptance of students for alternative programs to maintain a racial balance reflecting that of the school district, 60% black, 40% white. For the 1985-86 school year, 34 (72%) of the 47 alternative programs met the system racial balance guidelines (30% to 70% black). This was a decline from 80% the previous year. Programs in thirteen locations did not meet the racial balance guidelines during the 1985-86 school year; of these, nine did not meet the guidelines the previous year (see Table 2). While the racial balance goal was approached when total alternative enrollment is considered, there were differences among the alternative programs in racial balance.

Acceptance of students by alternative programs was based primarily on racial balance (although in some programs students must also meet skill or achievement requirements). All alternative programs were strongly encouraged to maintain racial balance and were reviewed periodically with the view of improving racial balance.

Table 2. Percent of Black Membership and Deviation from Guideline Range for Programs NOT Meeting Guidelines, November, 1984 and November, 1985.

Program/Location	November 1984		November 1985	
	% Black	% Deviation	% Black	% Deviation
Applied Arts Academy				
Oyler	13.2%	16.8%	13.4%	16.6%
Elementary College Preparatory				
Bond Hill	97.6	27.6	98.6	28.6
Burton	98.1	28.1	100.0	30.0
Covedale	33.3	None	28.2	1.8
Elementary Individually Guided Education				
North Avondale	91.7	21.7	93.9	23.9
Silverton	82.5	12.5	83.7	16.3
Elementary Academy of Mathematics and Science				
Rockdale	85.2	15.2	96.1	26.1
French Bilingual				
Mt. Washington	28.3	1.7	24.3	5.7
Reading/Language Arts				
Douglass	65.7	None	75.3	5.3
Cincinnati Academy of Mathematics and Science				
Woodward (CAMAS)	78.5	8.5	79.0	9.0
Junior High College Readiness				
Peoples	67.4	None	81.3	11.3
Porter	62.5	None	71.9	1.9
Shroder	85.9	15.9	80.0	10.0

Three additional alternative programs were added in the 1985-86 school year (Academy of World Languages and Primary Arts Enrichment at Schiel, and Primary Physical Education at Winton Terrace), bringing the number of alternative programs to 25 and the number of schools hosting one or more programs to 47. Several of the 25 alternative programs were conducted in more than one school (see Table 1). Programs were almost evenly divided between the east and west, with 23 programs located on the east side and 24 programs located on the west side.

Table 3. Alternative Program Locations by District Area, 1985-86.

Program Title	Number of Program Locations by Area East	West	Total
*Academy of World Languages	0	1	1
*Applied Arts Academy	0	1	1
Elementary College Preparatory	4	2	6
Elementary Individually Guided Education	4	1	5
*Elementary Academy of Mathematics and Science	1	0	1
*Extended Day Enrichment Program	0	1	1
French Bilingual	1	2	3
Fundamental Academy	1	1	2
*German Bilingual	1	0	1
Individual Progress and Social Impact Program	1	1	2
*Intermediate University Demonstration School	0	1	1
Montessori	1	1	2
*Multi-Age	0	1	1
*Primary Arts Enrichment	0	1	1
*Reading/Language Arts Demonstration Center	1	0	1
Spanish Bilingual	3	2	5
*Cincinnati Academy of Mathematics & Science	1	0	1
Primary Physical Education	0	1	1
Cincinnati Academy of Physical Education	0	1	1
*Cincinnati Bilingual Academy	1	0	1
*City-Wide Learning Community	0	1	1
*Computers Unlimited	0	1	1
*International Studies Academy	1	0	1
Junior High College Readiness	2	3	5
*School for Creative and Performing Arts	0	1	1
TOTAL	23	24	47

*Program located at one site only.

Achievement Status

The California Achievement Test was administered in April, 1986 to all students in grades 1 through 11, including students in alternative programs. Table 4 shows the number and percent of alternative program students whose scores attained or exceeded the "national norm" and the number and percent of scores in three stanine categories - below average (stanines 1, 2, and 3), average (stanines 4, 5, and 6), and above average (stanines 7, 8, and 9). The data presented are based on total reading and total mathematics scores.

An achievement test is a test designed to determine the knowledge and skills that students have acquired in specified content areas at a certain point in time. Achievement tests can be norm-referenced. Norm-referenced tests are based on a relative standard. These tests show how well a student performs in relation to a norm group (a predetermined group with specified characteristics). The California Achievement Test is such a norm-referenced test, with the norm group being a nationally representative group--hence the term "national norm." Cincinnati students' test scores are compared with the scores of the national group used to norm the test.

Table 4. CAT Total Reading and Total Math Stanine Distribution and Percent At and Above National Norm for Alternative Programs, by Location, April, 1986.

Program/Location		Stanine Category: Below Average (1-3) N (%) TR	Below Average (1-3) N (%) TM	Average (4-6) N (%) TR	Average (4-6) N (%) TM	Above Average (7-9) N (%) TR	Above Average (7-9) N (%) TM	At and Above National Norm Total Program N (%) TR	At and Above National Norm Total Program N (%) TM
Applied Arts Academy									
Oyler	(4-6)	24 (27.6)	38 (44.2)	57 (65.5)	39 (45.3)	6 (6.9)	9 (10.5)	29 (33.3)	23 (26.7)
Elementary College Preparatory									
Anderson Place	(4-6)	0 (0.0)	0 (0.0)	15 (19.2)	2 (2.6)	63 (80.8)	74 (97.4)	77 (98.7)	76(100.0)
Bond Hill	(4-6)	3 (4.5)	5 (7.5)	41 (61.2)	40 (59.7)	23 (34.3)	22 (32.8)	54 (80.6)	50 (74.6)
Burton	(4-6)	0 (0.0)	0 (0.0)	38 (90.5)	16 (38.1)	4 (9.5)	26 (61.9)	32 (76.2)	38 (90.5)
Covedale	(4-6)	1 (0.4)	2 (0.8)	107 (44.6)	91 (37.9)	132 (55.0)	147 (61.3)	214 (89.2)	224 (93.3)
Pleasant Hill	(4-6)	30 (11.8)	23 (9.1)	145 (56.9)	141 (56.0)	80 (31.4)	88 (34.9)	155 (60.8)	166 (65.9)
Roselawn/Condon	(4-8)	2 (0.8)	1 (0.4)	118 (49.8)	95 (40.1)	117 (49.4)	141 (59.5)	223 (94.1)	222 (93.7)
Elementary Individually Guided Education									
Eastern Hills	(1-8)	57 (11.5)	62 (12.5)	361 (72.9)	336 (67.9)	77 (15.6)	97 (19.6)	260 (52.5)	277 (56.0)
Heinold	(1-8)	101 (24.3)	60 (14.7)	263 (63.4)	280 (68.6)	51 (12.3)	68 (16.7)	179 (43.1)	212 (52.0)
North Avondale	(4-6)	1 (5.0)	2 (10.0)	15 (75.0)	12 (60.0)	4 (20.0)	6 (30.0)	15 (75.0)	14 (70.0)
Silverton	(1-6)	36 (9.9)	34 (9.3)	232 (63.6)	220 (60.3)	97 (26.6)	111 (30.4)	229 (62.7)	243 (66.6)
Woodford	(1-3)	6 (2.2)	10 (3.6)	117 (42.7)	101 (36.7)	151 (55.1)	164 (59.6)	223 (81.4)	235 (85.5)
Elementary Academy of Mathematics & Science									
Rockdale	(4-6)	6 (7.6)	7 (9.0)	60 (75.9)	58 (74.4)	13 (16.5)	13 (16.7)	40 (50.6)	40 (51.3)
Extended Day Enrichment Program									
Heberle	(1-6)	4 (12.5)	3 (9.4)	20 (62.5)	20 (62.5)	8 (25.0)	9 (28.1)	19 (59.4)	23 (71.9)
French Bilingual									
Carthage	(1-5)	34 (12.1)	27 (9.6)	187 (66.8)	155 (55.4)	59 (21.1)	98 (35.0)	156 (55.7)	207 (73.9)
Midway	(1-5)	12 (5.8)	10 (4.8)	124 (59.6)	118 (56.7)	72 (34.6)	80 (38.5)	153 (73.6)	160 (76.9)
Mt. Washington	(1-3)	6 (3.2)	4 (2.2)	81 (43.5)	72 (38.9)	99 (53.2)	109 (58.9)	154 (82.8)	165 (89.2)
Academy of World Language	(1-3)								
Primary Arts Enrichment	(1-4)								
Schiel		12 (14.8)	8 (9.9)	43 (53.1)	42 (51.9)	26 (32.1)	31 (38.3)	60 (74.1)	58 (71.6)
Fundamental Academy									
College Hill	(1-6)	37 (9.6)	27 (7.0)	228 (58.9)	225 (58.1)	122 (31.5)	135 (34.9)	245 (63.3)	282 (72.9)
Linwood	(1-6)	14 (5.6)	18 (7.3)	152 (61.3)	133 (53.8)	82 (33.1)	96 (38.9)	170 (68.5)	186 (75.3)
German Bilingual									
Fairview	(1-5)	15 (3.8)	15 (3.8)	183 (46.0)	167 (42.0)	200 (50.3)	216 (54.3)	333 (83.7)	345 (86.7)
Individual Progress and Social Impact Program									
Bramble	(1-3)	2 (2.8)	3 (4.2)	37 (52.1)	43 (60.6)	32 (45.1)	25 (35.2)	55 (77.5)	51 (71.8)
Pleasant Hill	(1-3)	30 (11.8)	23 (9.1)	145 (56.9)	141 (56.0)	80 (31.4)	88 (34.9)	155 (60.8)	166 (65.9)
Intermediate University Demonstration School									
Chase	(4-6)	108 (18.6)	117 (20.2)	418 (71.9)	379 (65.3)	55 (9.5)	84 (14.5)	249 (42.9)	259 (44.7)
Montessori									
North Avondale	(1-3)	11 (4.8)	15 (6.5)	110 (48.0)	105 (45.7)	108 (47.2)	105 (47.8)	184 (80.3)	182 (79.1)
Sands	(1-6)	39 (7.2)	34 (6.3)	249 (46.0)	228 (42.2)	253 (46.8)	278 (51.5)	401 (74.1)	434 (80.4)
Multi-Age									
Clifton	(1-6)	76 (14.5)	69 (13.2)	269 (51.4)	278 (53.2)	178 (34.0)	176 (33.7)	328 (62.7)	337 (64.4)
Primary CAPE									
Winton Terrace	(1-3)	12 (9.4)	6 (4.7)	71 (55.9)	72 (56.3)	44 (34.6)	50 (39.1)	92 (72.4)	100 (78.1)

Table 4. (Continued)

Program/Location		Stanine Category Below Average (1-3) N (%) TR	 TM	 Average (4-6) N (%) TR	 TM	 Above Average (7-9) N (%) TR	 TM	At and Above National Norm Total Program N (%) TR	 TM
Reading/Language Arts Demonstration Center									
Douglass	(1-6)	40 (9.9)	63 (15.7)	270 (66.7)	265 (66.1)	95 (23.5)	73 (18.2)	241 (59.5)	210 (52.4)
Spanish Bilingual									
Cheviot	(1-2)	22 (15.2)	15 (10.3)	101 (69.7)	87 (60.0)	22 (15.2)	43 (29.7)	77 (53.1)	95 (65.5)
Hartwell	(1-5)	10 (6.1)	7 (4.3)	82 (50.0)	74 (45.1)	72 (43.9)	83 (50.6)	125 (76.2)	135 (82.3)
Mt. Airy	(1-5)	9 (5.1)	6 (3.4)	94 (53.4)	91 (51.7)	73 (41.5)	79 (44.9)	132 (75.0)	140 (79.5)
Pleasant Ridge	(1-5)	17 (6.8)	11 (4.3)	141 (56.2)	109 (43.1)	93 (37.1)	133 (52.6)	177 (70.5)	209 (82.6)
Swifton	(1-5)	6 (8.1)	3 (4.1)	54 (73.0)	45 (60.8)	14 (18.9)	26 (35.1)	52 (70.3)	57 (77.0)
Cincinnati Academy of Mathematics & Science									
Woodward (CAMAS)	(7-11)	27 (6.9)	19 (4.8)	312 (79.2)	301 (76.0)	55 (14.0)	76 (19.2)	240 (60.9)	291 (73.5)
Cincinnati Academy of Physical Education									
CAPE	(4-12)	169 (16.5)	130 (12.7)	749 (73.1)	785 (76.4)	107 (10.4)	112 (10.9)	460 (44.9)	495 (48.2)
Cincinnati Bilingual Academy									
Sawyer	(6-8)	17 (4.8)	23 (6.5)	213 (60.5)	238 (67.6)	122 (34.7)	91 (25.9)	266 (75.6)	236 (67.0)
City-Wide Learning Community									
Hughes	(9-12)	13 (25.5)	18 (35.3)	31 (60.8)	24 (47.1)	7 (13.7)	9 (17.6)	14 (27.5)	17 (33.3)
Computers Unlimited									
Hughes	(9-12)	20 (8.9)	30 (13.4)	162 (72.3)	162 (72.3)	42 (18.8)	32 (14.3)	130 (58.0)	121 (54.0)
International Studies Academy									
Withrow	(9-12)	10 (3.2)	8 (2.6)	207 (66.1)	229 (73.9)	96 (30.7)	73 (23.5)	247 (78.9)	219 (70.6)
Junior High College Readiness									
Dater	(7-9)	4 (3.5)	3 (2.6)	79 (69.3)	75 (65.8)	31 (27.2)	36 (31.6)	90 (78.9)	90 (78.9)
Peoples	(7-8)	3 (3.5)	6 (7.4)	65 (75.6)	59 (72.8)	18 (20.9)	16 (19.8)	63 (73.3)	54 (66.7)
Porter	(7-9)	20 (12.6)	22 (13.9)	124 (78.0)	118 (74.7)	15 (9.4)	18 (11.4)	68 (42.8)	78 (49.4)
Schwab	(7-8)	0 (0.0)	1 (1.0)	83 (79.8)	91 (88.3)	21 (20.2)	11 (10.7)	91 (87.5)	88 (85.4)
Shroder	(7-9)	1 (2.4)	0 (0.0)	30 (71.4)	19 (45.2)	11 (26.2)	23 (54.8)	31 (73.8)	38 (90.5)
School for Creative and Performing Arts									
SCPA	(4-12)	20 (2.1)	24 (2.5)	470 (49.9)	485 (51.4)	451 (47.9)	434 (46.0)	781 (83.0)	752 (79.7)
Summary Data (Gr. 1-11)		1075 (9.1)	1004 (8.6)	7110 (60.6)	6824 (58.3)	3555 (30.3)	3883 (33.1)	7709 (65.7)	8042 (68.7)

A comparison between the stanine distributions of scores in reading and mathematics for the alternative program and non-alternative program students showed that in both subjects, alternative program students had

a) a lower percentage of scores in the below average stanines (1-3),
b) a similar percentage of scores in the average stanines (4-6), and
c) a higher percentage of scores in the above average stanines (7-9).

(See Table 5.) The differences in the stanine distributions, particularly the higher percentages of alternative program students in the above average stanines, are due to alternative programs being located in schools with large numbers of neighborhood students in the above average stanines. The majority of students who transfer from their neighborhood schools to alternative programs are in the average stanines.

It is important to remember that the comparisons of stanine distributions for two groups for the same year describe existing differences in achievement rather than academic progress. It might be expected that a lower percentage of alternative program students would be in the below average stanines, since a few programs use stanine scores for admission.

Table 5. Comparison of California Achievement Tests, Total Reading and Total Mathematics, Stanine Distribution for Alternative and Non-Alternative Groups, Grades 1-11, April, 1986.

	Below Average Stanines 1-3				Average Stanines 4-6				Above Average Stanines 7-9			
	TR		TM		TR		TM		TR		TM	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Alt.	1,064	(9.1)	993	(8.5)	7,106	(60.5)	6,800	(58.1)	3,568	(30.4)	3,920	(33.4)
Non-Alt.	4,642	(18.9)	4,335	(17.7)	14,964	(60.8)	14,531	(59.3)	5,013	(20.3)	5,651	(23.0)

Achievement Gains, Matched Promoted Students, Normal Curve Equivalents

Table 6 shows achievement gain data in normal curve equivalents (NCEs) for the alternative program students on the California Achievement Test in each alternative program at each location. Only promoted students in alternative programs tested in April 1985 and again in April 1986 are included in this data. NCE gains are shown for grades 2-11, but not for grade 1.

In reviewing NCE data, it is important to remember that if students maintain their NCE scores from year to year (resulting in a gain of 0), they are meeting the expected achievement gain based on the norm group. A gain in average NCEs from one testing date to another indicates that more than expected achievement gain occurred. Conversely, a loss in average NCEs indicates less than expected achievement gain. In addition, a gain of NCEs represents exactly the same amount of expected performance improvement for below average students as it does for the average or above average students.

Table 6. Normal Curve Equivalents Status and Gains, California Achievement Tests, Total Reading and Total Math, Matched and Promoted Alternative Students by Program and Location, April, 1985, and April, 1986.

Program/Location		*Total Reading*			*Total Math*		
		Avg. NCE 1985	Avg. NCE 1986	NCE Gain**	Avg. NCE 1985	Avg. NCE 1986	NCE Gain**
Applied Arts Academy							
Oyler	(4-6)	47.3	43.8	-3.7*	45.8	41.3	-4.8*
Academy of World Languages (K-4)							
Primary Arts Enrichment (K-3)							
Schiel		58.1	54.6	-2.6*	57.9	64.3	7.5*
Elementary College Preparatory							
Anderson Place	(4-6)	79.1	77.2	-2.1*	87.4	88.8	1.7*
Bond Hill	(4-6)	61.3	60.2	-1.1	59.3	57.0	-2.3
Burton	(4-6)	55.9	55.0	-0.9	68.3	71.4	3.1
Covedale	(4-6)	64.9	67.2	2.5*	66.5	69.7	3.4*
Pleasant Hill	(4-6)	63.8	62.4	-1.4	67.0	65.1	-2.1*
Roselawn/Condon	(4-6)	65.5	66.9	1.4	67.3	69.3	2.0
Elementary Individually Guided Education							
Eastern Hills	(K-8)	49.8	50.3	0.5	52.2	52.4	0.2
Heinold	(K-8)	45.6	45.4	-0.1*	49.9	50.2	0.3
North Avondale	(4-6)	53.8	55.3	1.5	51.0	56.0	5.0
Silverton	(K-6)	54.8	55.7	0.9	55.0	57.1	2.1
Woodford	(K-3)	69.3	66.6	-3.0*	70.6	70.1	-0.6*
Elementary Academy of Mathematics and Science							
Rockdale	(4-6)	54.5	51.2	-3.2*	55.5	51.8	-4.0*
Extended Day Enrichment Program							
Heberle	(K-6)	51.5	49.4	-2.1	43.0	55.4	12.4
French Bilingual							
Carthage	(K-5)	56.0	54.9	-1.2*	62.0	60.8	-1.0
Midway	(K-5)	62.4	62.4	0.1*	66.2	63.8	-2.3*
Mt. Washington	(K-3)	67.6	63.8	-3.8	72.6	66.2	-6.1*
Fundamental Academy							
College Hill	(K-6)	61.0	56.8	-4.2	61.2	58.0	-3.4*
Linwood	(K-6)	58.8	57.5	-1.2*	60.3	60.4	-0.4*
German Bilingual							
Fairview	(K-5)	67.5	68.7	1.2	69.2	68.6	-0.7*
Individual Progress and Social Impact Program							
Bramble	(K-3)	62.6	60.8	-1.8	52.9	60.4	7.5
Pleasant Hill	(K-3)	59.6	58.0	-1.6	65.4	58.5	-7.1*
Intermediate University Demonstration School							
Chase	(4-6)	48.4	47.7	-0.6*	49.3	49.2	0.0*
Montessori							
North Avondale	(K-3)	63.0	63.9	0.9	65.7	64.8	-0.9
Sands	(K-6)	62.7	63.6	1.0*	64.4	65.7	1.5*
Multi-Age							
Clifton	(K-6)	57.5	57.0	-0.6*	58.4	58.0	-0.4
Primary Physical Education							
Winton Terrace	(K-3)	57.3	57.9	0.7*	57.7	58.9	1.1*
Reading/Language Arts Demonstration Center							
Douglass	(K-6)	54.1	52.9	-1.5*	51.6	50.0	-2.0*
Spanish Bilingual							
Cheviot	(K-2)	49.0	48.8	-0.2	52.2	51.6	-0.7*
Hartwell	(K-5)	63.6	59.0	-5.0*	64.0	62.0	-2.3*
Mt. Airy	(K-5)	61.1	62.4	1.2*	63.7	64.0	0.5*
Pleasant Ridge	(K-5)	62.1	62.1	0.0	64.6	65.3	0.7
Swifton	(K-5)	55.6	53.7	-1.9	58.7	60.7	1.0*
Cincinnati Academy of Mathematics & Science							
Woodward	(7-12)	51.7	53.7	1.8*	58.6	56.8	-1.8
Cincinnati Academy of Physical Education							
CAPE	(4-12)	47.4	47.9	0.6*	50.1	49.5	-0.7*
Cincinnati Bilingual Academy							
Sawyer	(6-8)	60.5	61.1	0.5*	60.5	57.5	-3.0
City-Wide Learning Community							
Hughes	(9-12)	42.0	43.3	1.3	43.1	42.0	-1.2*
Computers Unlimited							
Hughes	(9-12)	53.3	52.7	-0.6	54.6	52.0	-2.5*
International Studies Academy							
Withrow	(9-12)	55.3	59.1	4.0*	56.6	56.4	-0.4*
Junior High College Readiness							
Dater	(7-9)	57.5	57.3	-0.2	61.4	59.0	-2.4
Peoples	(7-8)	51.9	55.8	3.9	55.7	54.6	-1.6*
Porter	(7-9)	45.7	48.3	2.6	48.5	49.7	1.2
Schwab	(7-8)	55.5	58.8	3.1*	57.5	56.2	-1.3
Shroder	(7-9)	54.9	58.9	4.0	64.6	64.1	-0.6*
School for Creative and Performing Arts							
SCPA	(4-12)	63.4	65.3	1.8*	63.8	64.4	0.6
Summary Data (Gr. 2-11)		56.8	57.1	0.2*	58.8	58.3	-0.5
Number of Matched Promoted Students			9131			9077	

*Because of a difference in numbers of students in the 1985 and 1986 data, the gains cannot be computed directly between the two columns.

**Gains can be reported only for students in grades 2 through 11.

Summarized in Table 7 are the achievement gains in reading and mathematics for alternative and non-alternative students. The alternative students' gains were slightly higher than those of the non-alternative students in reading (+0.2 vs.-0.3) and slightly lower in mathematics (-0.5 vs. -0.1). Despite the minor losses shown, both groups approached or met their expected gain in both subjects.

Table 7. Comparison of Mean NCE Gains for Alternative and Non-Alternative Students on the California Achievement Tests, Grades 2-11, April, 1985 and April, 1986.

TOTAL READING

Non-Alternative			Alternative		
1985	1986	Gain	1985	1986	Gain
$\bar{X} = 50.9$	$\bar{X} = 50.6$	$\bar{X} = -0.3$	$\bar{X} = 56.8$	$\bar{X} = 57.1$	$\bar{X} = +0.2$
	N = 17,557			N = 9,131	

TOTAL MATHEMATICS

Non-Alternative			Alternative		
1985	1986	Gain	1985	1986	Gain
$\bar{X} = 52.6$	$\bar{X} = 52.5$	$\bar{X} = -0.1$	$\bar{X} = 58.8$	$\bar{X} = 58.3$	$\bar{X} = -0.5$
	N = 17,374			N = 9,077	

Attitudes

During November, 1985, School Information System (SIS) surveys were administered to both the alternative and non-alternative students, parents, and teachers at the elementary, junior, and senior high school levels.

Student Attitudes. Surveys were completed by 8,765 alternative students and 18,262 non-alternative students at three levels - elementary (grades 3-6), junior/middle (grades 7-8), and senior high (grades 9-12). Results of the surveys are shown as percent of positive responses.

Interracial Understanding. Five items on the survey were designed to measure how students felt about interracial understanding. Table 8 shows the percent of "yes" responses for both alternative and non-alternative students. Alternative students were more positive in their responses to these five items than non-alternative students. Additionally, the degree of difference over last year increased in favor of alternative students.

Table 8. Student Ratings of Interracial Understanding, November, 1985. (Average of All Students, Grades 4-12)

Item	Percent of Yes Responses		
	Alternative Students (N = 8,765)	Non-Alternative Students (N = 18,262)	Difference
I like going to school with students of different races.	82%	73%	9%
Students of different races are treated fairly at my school.	70	58	12
In my classes, we have talked about interracial understanding.	57	48	9
Students of different races get along well in my school.	70	58	12
It is important to go to school with students of other races.	72	65	7

Attitude Toward School. Five items on the student survey were used to assess how students felt about school and their teachers. Table 9 shows the data on student attitudes toward school. Results indicated that alternative students gave a higher percentage of "yes" responses to all five items. The differences were greatest where alternative students indicated they liked their school and thought the teachers cared about them.

Table 9. Student Attitudes Toward School, November, 1985.
(Average of All Students, Grades 4-12)

Item	Percent of Yes Responses		
	Alternative Students (N = 8,765)	Non-Alternative Students (N = 18,262)	Difference
I like school.	72%	69%	3%
I like my school.	78	67	11
My teachers care about me.	71	60	11
School helps me feel good about myself.	68	64	4
Most of my school work is interesting.	80	77	3

Safety and Discipline. Five items were used to measure the attitudes of students toward safety and discipline. Table 10 shows that alternative students had a higher percentage of "yes" responses for all items in this factor, and that a significant difference occurred on items dealing with discipline and safety at school. The difference between the two groups increased for each item in the factor from the 1984 to the 1985 survey.

Table 10. Student Attitudes Toward Safety and Discipline, November, 1985. (Average of All Students, Grades 4-12)

Item	Percent of Yes Responses Alternative Students (N = 8,765)	Non-Alternative Students (N = 18,262)	Difference
Students at my school are well behaved in class.	55%	49%	6%
There is good discipline in my school.	60	55	14
I feel safe at school.	71	58	13
My parents feel there is good discipline in my school.	68	50	18
Discipline in my school is handled fairly.	59	51	8
Punishments are given fairly at my school.	51	44	7

Parent Attitudes. Surveys were completed by 5358 parents of alternative students and by 7438 parents of non-alternative students. Results of the survey are shown as percent of positive responses.

Interracial Understanding. Five survey items measured interracial understanding and received an average of 75% "yes" responses from parents of alternative students, which was a 9% difference from the average of non-alternative parents. (See Table 11.)

Alternative parents gave a higher percentage of "yes" responses to the five items used to determine how parents felt about interracial understanding in the schools. Over 80% of alternative parents felt that their children should have interracial experiences in their school and would keep their children in the Cincinnati Public Schools if all schools were racially balanced. Less than seventy percent of alternative parents and less than sixty percent percent of non-alternative parents think there is good interracial understanding in their child's school. Differences between the two groups of parents decreased on these items over the last year.

Table 11. Parent Ratings of Interracial Understanding, November, 1985.

Item	Percent of Yes Responses		
	Alternative Parents (N = (5358)	Non-Alternative Parents (N = 7438)	Difference
Do you believe the staff at your child's school supports interracial understanding?	74%	67%	7%
Would you keep your child in the Cincinnati Public Schools if all schools were racially balanced?	81	75	6
Do you believe children should have interracial experiences in their school program?	83	73	10
Do you think there is good interracial understanding in your child's school?	69	58	11
Has the school done a good job of promoting interracial understanding?	66	56	10

Attitude Toward School. Five items relating to parent attitude toward school are shown in Table 12. Alternative parents were more positive on all items and had an average of 81% "yes" responses for all five items. This high rating indicates that alternative parents were satisfied with the quality of education their children were receiving. Non-alternative parents had an average of 74% "yes" responses indicating their satisfaction with the quality of education in their neighborhood schools. Differences between the two groups decreased on three items and remained on same on two.

Table 12. Parent Attitudes Toward School, November, 1985.

Item	Percent of Yes Responses		
	Alternative Parents (N = 5358)	Non-Alternative Parents (N = 7438)	Difference
Does your child's school teach what you think should be taught?	91%	84%	7%
Are you satisfied with the quality of teaching at your child's school?	84	74	10
Has the school done a good job of teaching your child basic skills such as reading?	86	82	4
Do you believe your child's teachers take a personal interest in him/her?	71	62	9
Do you feel your school's programs are meeting the individual needs of your child?	75	66	9

Safety and Discipline. Five items dealing with safety and discipline show parent responses in Table 13. The results show that alternative parents are significantly more positive in their response ratings to the first two items on discipline and safety. Differences for this factor remain essentially the same as the previous year.

Table 13. Parent Attitudes Toward Safety and Discipline, November, 1985.

Item	Percent of Yes Responses Alternative Parents (N = 5358)	Non-Alternative Parents (N = 7438)	Difference
Do you feel there is good discipline in your child's school?	81%	70%	11%
Do you feel your child is safe at school?	85	75	10
Do you think your child is treated fairly at school?	84	80	4
Do you believe the principal in your child's school is doing a good job?	83	78	5
Do you feel your child is receiving an education that will help him/her become a good citizen?	89	82	7

Teacher Attitudes. The School Information System teacher survey was administered to both alternative and non-alternative teachers in November, 1985. A total of 1616 non-alternative teacher surveys and 809 surveys of teachers identifying themselves as alternative teachers were returned. The responses given by the elementary, junior high, and senior high teachers are shown for comparative purposes. The survey form used a 1 (poor) to 7 (excellent) rating scale, with a rating of 4 considered average.

Alternative teachers' ratings for all items were only slightly more positive than those of non-alternative teachers. Average ratings by the alternative teachers of the 56 items on the teacher survey were higher by .31. Non-alternative teachers rated 34% of the items a "5" or better, while alternative teachers rated 57% of the items a "5" or better. Additionally, alternative teachers rated 52 of 56 items (93%) higher than non-alternative teachers.

__Interracial Understanding__. The seven items used to assess teacher interracial understanding are shown in Table 14. Alternative teachers gave higher ratings on all seven items, but only two of these items show significant differences between alternative and non-alternative teachers (a significant difference in these comparisons is defined as a difference of .50 or more). The alternative teachers gave a mean rating of 5.4 to these items, while non-alternative teachers responded with an average rating of 5.0. Both alternative and non-alternative teachers gave higher mean ratings for each item than last year, and differences between the two groups remained the same.

Table 14. Teacher Ratings of Interracial Understanding, November, 1985.

Item	Mean Ratings: Alternative Teachers (N = 809)	Mean Ratings: Non-Alternative Teachers (N = 1616)	Difference
Degree to which students of all races are treated fairly in our school.	5.87	5.51	.36
Degree of interracial understanding within our school staff.	5.49	5.12	.37
Staff support for improved interracial understanding.	5.36	4.94	.42
Adequacy of my school's efforts to improve interracial understanding.	5.30	4.96	.34
Degree of interracial understanding within our student body.	5.31	4.75	.56
Effectiveness of system's program to achieve student racial balance.	5.26	4.46	.80

Attitude Toward School. The mean ratings of alternative and non-alternative teachers on five items used to assess teacher attitude toward school are shown in Table 15. Alternative and non-alternative teachers were very close in their ratings of these five items, with no significant differences occurring for any item. Average responses were 5.6 for alternative teachers and 5.3 for non-alternative teachers. Alternative and non-alternative teachers are closest on items regarding satisfaction with their teaching assignment, administrator cooperation, and their morale as it relates to their school.

Table 15. Teacher Attitudes Toward School, November, 1985

	Mean Rating		
Item	Alternative Teachers (N = 809)	Non-Alternative Teachers (N = 1616)	Difference
Satisfaction with my teaching assignment.	5.89	5.72	.17
General quality of teaching in our school.	5.87	5.48	.39
Administrator(s) cooperation with the teachers in our school.	5.46	5.32	.14
My morale as it relates to my school.	5.49	5.30	.19
Staff morale in our school.	5.12	4.88	.24

Safety and Discipline. In the area of safety and discipline, there was a significant difference in the response of alternative and non-alternative teachers on two of six items. Alternative teachers felt that their students were better behaved and that they had more freedom from physical threat in their schools. The mean ratings for teachers of alternative and non-alternative students are shown in Table 16. Based on the items listed in Table 16, the alternative teachers gave an average rating of 5.4 to this factor, while the non-alternative teachers gave a 4.9 average rating. The difference in ratings between the two groups increased greatly in favor of alternative teachers.

Table 16. Teacher Attitudes Toward Safety and Discipline, November, 1985.

Item	Mean Ratings: Alternative Teachers (N = 809)	Mean Ratings: Non-Alternative Teachers (N = 1616)	Difference
Student's freedom from physical threat in our school.	5.65	5.12	.53
Administrative help in our school with discipline problems.	5.46	5.12	.34
Clarity of our school's code of discipline.	5.39	5.07	.32
Effectiveness of disciplinary procedures in our school.	5.26	4.84	.42
Behavior of students in our school.	5.01	4.37	.64
Safety of students within our school.	5.66	5.18	.48

Overall, these data indicate that students, parents, and teachers in alternative programs hold more positive attitudes than their non-alternative school counterparts on several key aspects of the educational process.

Program Costs

Excess staff are defined as teachers and instructional assistants who are assigned to alternative programs in addition to regular staffing allocations. Similarly, non-personnel budget allocations are supplements to allocations routinely made to schools. It should be noted, however, that excess teaching staff members are not additional staff beyond the number needed to comply with the pupil-teacher ratio required by Senate Bill 170. Thus, the costs reported for excess staff in alternative programs do not represent additions to the school system budget.

Table 17 shows the number of excess teachers and instructional assistants assigned to alternative programs during the 1985-86 school year. The cost figures shown in the table are based on average salaries for the school year and they include expenditures for benefits as a percentage of the average salaries. The total of 126 excess teachers was the same compared to the previous school year, while there were 2.0 more instructional assistants during the 1985-86 school year.

Table 17. Estimated Personnel Costs of Alternative Programs, 1985-86.

Program	Teachers	Instructional Assistants	Cost
Academy of World Languages	0.0		
1 Site		0.5	$ 4,806.64
Applied Arts Academy	2.0		66,882.00
I Site		0.0	
Elementary College Preparatory	.96		32,103.36
6 Sites		0.0	
Elementary Individually Guided Education	20.5		685,540.50
5 Sites		30.0	288,398.40
Elementary Academy of Mathematics and Science	.20		6,688.20
I Site		1.0	9,613.28
Extended Day Enrichment Program	2.5		83,602.50
1 Site		0.0	
French Bilingual	7.0		234,087.00
3 Sites		0.0	
Fundamental Academy	3.0		100,323.00
2 Sites		0.0	
German Bilingual	6.0		200,646.00
1 Site		1.0	9,613.28
Individual Progress and Social Impact Program	0.0		
2 Sites		0.0	
Intermediate University Demonstration School	3.9		130,419.90
1 Site	0.0		
Montessori	13.5		451,453.50
2 Sites		48.0	461,437.44
Multi-Age	2.0		66,882.00
1 Site		8.0	76,906.24
Primary Arts Enrichment	0.0		
1 Site		0.5	4,806.64

Table 17. (Continued)

Program	Instructional Teachers	Assistants	Cost
Reading/Language Arts Demonstration Center	3.9		$130,419.90
1 Site		4.0	38,453.12
Spanish Bilingual	12.0		401,292.00
5 Sites		0.0	
Cincinnati Academy of Mathematics and Science	6.0		200,646.00
1 Site		2.0	19,226.56
Cincinnati Academy of Physical Education	9.0		300,969.00
2 Sites		0.0	
Cincinnati Bilingual Academy	4.5		150,484.50
1 Site		0.0	
City-Wide Learning Community	1.0		33,441.00
1 Site		0.0	
Computers Unlimited	1.0		33,441.00
1 Site		0.0	
International Studies Academy	6.0		200,646.00
1 Site		0.0	
Junior High College Readiness	12.0		401,292.00
5 Sites		0.0	
School for Creative and Performing Arts	9.0		300,969.00
1 Site		0.0	
Subtotals			$4,150,153.00 975,336.96
Total	125.96	95.0	$5,125,489.96

Table 18 shows the non-personnel budget allocations to alternative programs during the 1985-86 school year. These funds were allocated by program managers for special needs related to equipment, supplies, supplementary books and inservice training. Comparative data from the 1984-85 school year are also shown in the table.

Table 18. Comparison of Non-Personnel Budget for Alternative Programs, 1984-85 and 1985-86.

Program	1984-85	1985-86
Applied Arts Academy	$ 1,560	$ 805
Bilingual Programs	36,000	18,050
Elementary College Preparatory	9,000	6,230
Elementary Individually Guided Education	24,240	15,057
Elementary Academy of Mathematics & Science	7,140	455
Extended Day Enrichment Program	21,900	9,900
Fundamental Academy	1,700	5,950
Individual Progress and Social Impact Program	5,410	3,640
Intermediate University Demonstration School	7,150	4,900
Montessori	49,780	30,265
Multi-Age	7,050	4,620
Reading/Language Arts Demonstration Center	5,000	4,270
Cincinnati Academy of Mathematics & Science	13,500	4,430
Cincinnati Academy of Physical Education	19,410	32,000
City-Wide Learning Community	1,240	4,200
Computers Unlimited	316,508	160,000
International Studies Academy	17,140	21,300
Junior High College Readiness	7,800	3,745
School for Creative and Performing Arts	11,640	7,805
Total Allocated	$563,168	$337,622

Summary

With the addition of three new alternative programs, the alternative program enrollment increased by 1098 students, for a total of 15,518 students during the 1985-86 school year. For the 1985-86 school year, 34 of the 47 alternative programs met the racial balance guidelines established by the school system.

California Achievement Test results comparing alternative and non-alternative students revealed fewer alternative students in the below average stanines, and a larger percentage of alternative students in the above average stanines. These test data also showed that alternative students made slightly higher gains than non-alternative students in reading but not in mathematics. Both groups, however, almost met the expected achievement growth.

Results of the attitude surveys showed more or higher positive responses given by the alternative groups.

Monies allocated for excess teachers and instructional assistants totaled approximately $5,125,489.96. The non-personnel allocated budget amounted to $337,622.

1986-87 ALTERNATIVE PROGRAM ENROLLMENT REPORT
September, 1986

SCHOOL/PROGRAM	BLACK	NON-BLACK	TOTAL	% BLACK
Anderson Place, College Prep	28	51	79	35.5
Bond Hill, College Prep	72	3	75	96.0
Bramble, IPSIP	59	66	125	47.2
Burton, College Prep	48	1	49	98.0
C.A.P.E.	756	650	1406	53.7
Carthage, French Bilingual	181	129	310	58.4
Chase, Demonstration School	238	209	447	53.3
Cheviot, Spanish Bilingual	114	236	350	32.6
Clifton, Multi-Age	319	276	595	53.7
College Hill, Fundamental Academy	331	265	607	54.5
Covedale, College Prep	75	171	246	30.5
Dater, College Readiness	72	78	152	49.4
Douglass, Reading/Language Arts	371	214	585	63.5
Eastern Hills, I.G.E.	329	362	691	47.7
Fairview, German Bilingual	274	319	593	46.2
Hartwell, Spanish Bilingual	146	123	269	54.4
Heberle, Extended Day	45	49	94	47.9
Heinold, I.G.E.	354	205	565	62.7
Hughes, City-Wide	69	40	109	63.6
Hughes, Computers Unlimited	238	218	456	52.2
Linwood, Fundamental Academy	127	191	318	40.0
Midway, French Bilingual	120	182	302	39.8
Mt. Airy, Spanish Bilingual	141	136	277	51.0
Mt. Washington, French Bilingual	42	189	231	18.2
North Avondale, I.G.E.	15	8	23	65.3
North Avondale, Montessori	195	185	380	51.3
Oyler, Applied Arts Academy	18	130	148	12.2
Peoples, College Readiness	82	28	110	73.2
Pleasant Hill, College Prep	94	53	147	63.9
Pleasant Hill, IPSIP	223	126	349	63.9
Pleasant Ridge, Spanish Bilingual	223	189	412	54.0
Porter, College Readiness	101	43	144	69.6
Rockdale, Math & Science Academy	67	12	79	84.9
Roll Hill, Reading/Language Arts	214	179	393	54.4
Roselawn/Condon, College Prep	164	129	293	56.0

SCHOOL/PROGRAM	BLACK	NON-BLACK	TOTAL	% BLACK
S.C.P.A.	587	670	1257	46.6
Sands, Montessori	334	351	685	48.8
Sawyer, Bilingual Middle School	164	134	298	55.1
Schiel, Academy of World Languages	72	58	130	55.4
Schiel, Primary Arts Enrichment	145	143	288	50.4
Schwab, College Readiness	56	38	94	66.0
Shroder, Paideia School	96	91	187	51.3
Silverton, I.G.E.	298	80	378	78.9
Swifton, Spanish Bilingual	58	58	116	50.0
Winton Terrace, Primary Physical Education	188	187	375	50.1
Withrow, I.S.A.	328	203	531	62.0
Woodford, I.G.E.	217	211	428	50.8
Woodward, CAMAS	393	142	535	73.7

Black	8,581
Non-Black	7,811
	16,392
Open Enrollment	1,300
	17,692

NOTE: Data reported on the September enrollment will change because of no-show, withdrawals, and late acceptances. This report will be up-dated and distributed in December.

ALTERNATIVE SCHOOLS OFFICE
October 1, 1986

OCT 6 1986

APPENDIX E

E-1

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - SECONDARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 14, 1985.

No. of Students Transferring	To Receiving School	From District School	Grade						Race	
			7	8	9	10	11	12	B	W
3	Dater	Aiken			3				3	
65	Dater	Bloom	24	25	16				65	
5	Dater	Crest Hills	3	2					5	
16	Dater	Gamble	13	3					16	
4	Dater	Hughes			4				4	
25	Dater	Merry	15	10					25	
25	Dater	Porter	10	9	6				25	
20	Dater	Sawyer	6	10	4				20	
18	Dater	Schwab	9	9					18	
4	Dater	Shroder	2	1	1				4	
5	Dater	Western Hills			5				5	
1	Dater	Withrow			1				1	
3	Dater	Woodward			3				3	
194	TOTAL (Dater)	1985-86	82	69	43				194	
218	TOTAL (Dater)	1984-85	82	64	72				217	1*
1	Gamble	Merry		1					1	
1	Gamble	Roberts	1							1
2	TOTAL (Gamble)	1985-86	1	1					1	1
6	TOTAL (Gamble)	1984-85	2	4					6	
1	Porter	Dater	1							1
2	Porter	Roberts	1	1						2
3	TOTAL (Porter)	1985-86	2	1						3
3	TOTAL (Porter)	1984-85		2	1					3
1	Roberts	Aiken			1				1	
20	Roberts	Bloom	9	4	7				20	
4	Roberts	Crest Hills	2	2					4	
2	Roberts	Gamble	1	1					2	
6	Roberts	Hughes			6				6	
20	Roberts	Merry	11	9					20	
4	Roberts	Porter	2	2					4	
6	Roberts	Sawyer	2		4				6	
5	Roberts	Schwab	3	2					5	
2	Roberts	Western Hills			2				2	
1	Roberts	Withrow			1				1	
71	TOTAL (Roberts)	1985-86	30	20	21				71	
44	TOTAL (Roberts)	1984-85	13	22	9				44	
1	Shroder	Dater			1					1
1	TOTAL (Shroder)	1985-86			1					1
1	TOTAL (Shroder)	1984-85		1						1

No. of Students Transferring	To Receiving School	From District School	Grade 7	8	9	10	11	12	Race B	W
4	Aiken	Western Hills			1		3			4
4	TOTAL (Aiken)	1985-86			1		3			4
2	TOTAL (Aiken)	1984-85				1		1		2
1	TOTAL (Hughes)	1984-85			1					1
1	Taft	Western Hills					1			1
1	TOTAL (Taft)	1985-86					1			1
1	TOTAL (Taft)	1984-85						1		1
45	Western Hills	Aiken			15	11	9	10	45	
9	Western Hills	Bloom			9				9	
79	Western Hills	Hughes			21	19	21	18	79	
2	Western Hills	Porter			2				2	
2	Western Hills	Sawyer			2				2	
11	Western Hills	Shroder			11				11	
44	Western Hills	Taft				14	15	15	44	
38	Western Hills	Withrow			5	12	10	11	38	
58	Western Hills	Woodward			9	16	12	21	58	
288	TOTAL (Western Hills)	1985-86			74	72	67	75	288	
421	TOTAL (Western Hills)	1984-85			82	117	112	110	418	3*
1	Withrow	Western Hills						1		1
1	TOTAL (Withrow)	1985-86						1		1
1	TOTAL (Withrow)	1984-85						1		1
1	TOTAL (Woodward)	1984-85			1					1
565	GRAND TOTAL	1985-86	115	91	140	72	71	76	554	11
699	GRAND TOTAL	1984-85	97	93	165	119	112	113	685	14

* Other

E-3

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - ELEMENTARY SCHOOLS

This report summarizes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 14, 1985.

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
2	Anderson Place	Hyde Park					2				2
2	TOTAL (Anderson Place)	1985-86					2				2
2	TOTAL (Anderson Place)	1984-85				2					2
1	Carson	Bond Hill						1		1	
3	Carson	North Fairmount			1	1	1			3	
2	Carson	Roll Hill		1	1					2	
2	Carson	Winton Place		1	1					2	
8	TOTAL (Carson)	1985-86		2	3	1	1	1		8	
3	TOTAL (Carson)	1984-85		1			1		1	3	
1	C. Fairmount	Burton					1			1	
5	C. Fairmount	Heberle		2	2				1	5	
1	C. Fairmount	North Fairmount				1				1	
3	C. Fairmount	Roll Hill		1		1	1			3	
2	C. Fairmount	Rothenberg			1			1		2	
1	C. Fairmount	Winton Place		1						1	
13	TOTAL (C. Fairmount)	1985-86		4	3	2	2	1	1	13	
9	TOTAL (C. Fairmount)	1984-85	1	3	1	2	1		1	9	
1	Cheviot	Burton						1		1	
4	Cheviot	Chase					3	1		4	
1	Cheviot	Heberle						1		1	
1	Cheviot	Millvale				1				1	
9	Cheviot	North Fairmount			1	2	3	2	1	9	
1	Cheviot	Pleasant Hill				1				1	
1	Cheviot	Rockdale					1			1	
12	Cheviot	Roll Hill				2	4	3	3	12	
2	Cheviot	Roosevelt					1		1	2	
1	Cheviot	South Avondale							1	1	
1	Cheviot	Taft				1				1	
1	Cheviot	Washburn				1				1	
35	TOTAL (Cheviot)	1985-86			1	8	12	8	6	35	
50	TOTAL (Cheviot)	1984-85		1	8	12	10	8	11	50	
1	Covedale	Chase					1			1	
1	Covedale	North Avondale						1		1	
7	Covedale	North Fairmount			1	2	1	2	1	7	
1	Covedale	Rockdale	1							1	
9	Covedale	Roll Hill	1		1	2	1	3	1	9	
6	Covedale	Roosevelt				1	1	3	1	6	
1	Covedale	Rothenberg							1	1	
1	Covedale	Taft		1						1	
1	Covedale	Washburn				1				1	
3	Covedale	Washington Park		1		1	1			3	
4	Covedale	Windsor				1	2	1		4	
3	Covedale	Winton Place			1	2				3	

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
38	TOTAL (Covedale)	1985-86	2	2	3	10	7	10	4	38	
61	TOTAL (Covedale)	1984-85		7	14	9	11	7	13	61	
2	Hartwell	Bond Hill			2					2	
3	Hartwell	Burton			1	1		1		3	
12	Hartwell	Chase					4	6	2	12	
1	Hartwell	Hays					1			1	
1	Hartwell	Heberle				1				1	
3	Hartwell	Losantiville		2			1			3	
1	Hartwell	Millvale				1				1	
3	Hartwell	North Fairmount		1		1			1	3	
1	Hartwell	Pleasant Hill				1				1	
2	Hartwell	Rockdale					2			2	
1	Hartwell	Roll Hill			1					1	
3	Hartwell	South Avondale				1	1		1	3	
5	Hartwell	Swifton	2	1			1	1		5	
3	Hartwell	Taft			1	1	1			3	
1	Hartwell	Vine						1		1	
27	Hartwell	Winton Place	2	12	3	10				27	
69	TOTAL (Hartwell)	1985-86	4	16	8	17	11	9	4	69	
43	TOTAL (Hartwell)	1984-85	1	7	9	8	8	4	6	43	
1	TOTAL (Hays)	1984-85							1		1
2	Hyde Park	Anderson Place						1	1	2	
1	Hyde Park	Bond Hill			1					1	
1	Hyde Park	Bramble				1				1	
1	Hyde Park	Burton							1	1	
2	Hyde Park	Chase						1	1	2	
8	Hyde Park	Hoffman	1	1		1	2	1	2	8	
12	Hyde Park	Kilgour	4	1	3	2		2		2	10
3	Hyde Park	Parham							3	3	
7	Hyde Park	Rockdale			1		2	3	1	7	
2	Hyde Park	Silverton						1	1	2	
1	Hyde Park	South Avondale				1				1	
1	Hyde Park	Taft		1						1	
1	Hyde Park	Vine						1		1	
1	Hyde Park	Washburn							1	1	
1	Hyde Park	Windsor			1					1	
3	Hyde Park	Winton Place			2	1				3	
1	Hyde Park	Woodward				1				1	
48	TOTAL(Hyde Park)	1985-86	5	3	8	7	4	10	11	38	10
53	TOTAL(Hyde Park)	1984-85	3	4	10	5	12	13	6	53	
6	Kilgour	Anderson Place	1		1		1	1	2	6	
1	Kilgour	Bond Hill						1		1	
3	Kilgour	Bramble			1		1	1		3	
2	Kilgour	Burton	1				1			2	
2	Kilgour	Hays			1				1	2	
2	Kilgour	Heberle					1		1	2	
8	Kilgour	Hoffman	3	1	1		3			8	
1	Kilgour	Hyde Park	1							1	

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
1	Kilgour	Losantiville						1		1	
10	Kilgour	Parham	1		2	1	3	1	2	10	
1	Kilgour	Pleasant Ridge					1			1	
4	Kilgour	Rockdale				1	1	1	1	4	
7	Kilgour	Silverton				1	2	1	3	7	
5	Kilgour	Swifton		1	1	1		1	1	5	
4	Kilgour	Taft	1		1	1		1		4	
1	Kilgour	Washburn				1				1	
1	Kilgour	Woodford	1							1	
59	TOTAL (Kilgour)	1985-86	9	2	8	6	14	9	11	59	
51	TOTAL (Kilgour)	1984-85	2	8	8	11	7	11	4	51	
1	Kirby Road	Heberle				1				1	
1	Kirby Road	Hoffman			1					1	
3	Kirby Road	Millvale	1		1	1				3	
1	Kirby Road	Roll Hill				1				1	
4	Kirby Road	South Avondale	2			2				4	
1	Kirby Road	Windsor			1					1	
8	Kirby Road	Winton Place		3	1	4				8	
19	TOTAL(Kirby Road)	1985-86	3	3	4	9				19	
10	TOTAL(Kirby Road)	1984-85	1	2	5	2				10	
7	Losantiville	Bond Hill	1	2			1	1	2	7	
4	Losantiville	Carthage				2		1	1		4
2	Losantiville	Hartwell		1	1						2
5	Losantiville	Pleasant Ridge		1		1	1	2		4	1
1	Losantiville	Rockdale						1		1	
4	Losantiville	Roselawn		1		1	1		1	4	
6	Losantiville	Silverton				2		2	2	6	
4	Losantiville	South Avondale	2					1	1	4	
2	Losantiville	Swifton					1	1		2	
1	Losantiville	Washington Park				1				1	
1	Losantiville	Woodford			1					1	
37	TOTAL (Losantiville)	1985-86	3	5	2	7	4	9	7	30	7
53	TOTAL (Losantiville)	1984-85	8	4	9	5	10	9	8	41	12
3	McKinley	Hoffman	1		1		1			3	
3	TOTAL (McKinley)	1985-86	1		1		1			3	
3	Midway	Hays				1		2		3	
1	Midway	North Fairmount							1	1	
3	Midway	Roll Hill		1	1		1			3	
2	Midway	Washington Park					1	1		2	
9	TOTAL (Midway)	1985-86		1	1	1	2	3	1	9	
6	TOTAL (Midway)	1984-85		1		1	2	1	1	6	

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
1	Mt. Airy	Chase					1			1	
1	Mt. Airy	Millvale			1					1	
1	Mt. Airy	Parham							1	1	
5	Mt. Airy	Roll Hill			1		1	2	1	5	
3	Mt. Airy	Roosevelt							3	3	
1	Mt. Airy	Windsor							1	1	
3	Mt. Airy	Winton Place		1	1	1				3	
15	TOTAL (Mt. Airy)	1985-86		1	3	1	2	2	6	15	
19	TOTAL (Mt. Airy)	1984-85		3	1	2	2	6	5	19	
1	Mt. Washington	Anderson Place					1			1	
2	Mt. Washington	Bond Hill					1	1		2	
2	Mt. Washington	Bramble						1	1	2	
1	Mt. Washington	Burton				1				1	
1	Mt. Washington	Chase			1					1	
2	Mt. Washington	Hays				1		1		2	
4	Mt. Washington	Hoffman		1		1	1	1		4	
1	Mt. Washington	Kilgour		1						1	
1	Mt. Washington	Kirby Road		1						1	
1	Mt. Washington	Mt. Airy					1			1	
1	Mt. Washington	North Avondale							1	1	
3	Mt. Washington	North Fairmount		3						3	
1	Mt. Washington	Parham						1		1	
1	Mt. Washington	Pleasant Ridge				1				1	
1	Mt. Washington	Roll Hill			1					1	
1	Mt. Washington	Silverton						1		1	
3	Mt. Washington	South Avondale		3						3	
1	Mt. Washington	Taft		1						1	
1	Mt. Washington	Washburn						1		1	
1	Mt. Washington	Washington Park				1				1	
1	Mt. Washington	Windsor		1						1	
5	Mt. Washington	Winton Place		3	2					5	
36	TOTAL (Mt. Washington)	1985-86		14	4	5	4	7	2	36	
6	TOTAL (Mt. Washington)	1984-85				3	1		2	6	
2	North Fairmount	C. Fairmount		1			1				2
2	TOTAL (North Fairmount)	1985-86		1			1				2
2	TOTAL (North Fairmount)	1984-85	1			1					2
1	Oyler	Heberle			1					1	
1	Oyler	Hoffman						1		1	
2	TOTAL (Oyler)	1985-86			1			1		2	
2	TOTAL (Oyler)	1984-85		1			1			2	
1	Pleasant Ridge	Silverton					1			1	
1	TOTAL (Pleasant Ridge)	1985-86					1			1	
3	TOTAL (Pleasant Ridge)	1984-85				1		1	1	3	

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
4	Quebec Heights	Burton			2		1		1	4	
2	Quebec Heights	Chase					1	1		2	
3	Quebec Heights	Heberle				1	1	1		3	
2	Quebec Heights	Millvale		2						2	
3	Quebec Heights	North Fairmount		1		1	1			3	
2	Quebec Heights	Parham			1				1	2	
1	Quebec Heights	Rockdale			1					1	
2	Quebec Heights	Roosevelt					1		1	2	
4	Quebec Heights	South Avondale				1	1	2		4	
3	Quebec Heights	Vine		1			1	1		3	
2	Quebec Heights	Winton Place			2					2	
28	TOTAL (Quebec Heights)	1985-86		4	6	3	7	5	3	28	
11	TOTAL (Quebec Heights)	1984-85		4	1	2	1	2	1	11	
2	Roosevelt	Heberle					1		1	2	
1	Roosevelt	Hoffman		1						1	
4	Roosevelt	Millvale		3		1				4	
2	Roosevelt	North Fairmount		1	1					2	
2	Roosevelt	Roll Hill			1		1			2	
2	Roosevelt	Windsor	1		1					2	
13	TOTAL (Roosevelt)	1985-86	1	5	3	1	2		1	13	
7	TOTAL (Roosevelt)	1984-85		3	1	1		2		7	
1	Roselawn	Merry							1*	1	
1	TOTAL (Roselawn)	1985-86							1	1	
1	TOTAL (Roselawn)	1984-85							1*	1	
3	Sayler Park	Vine		1		1		1		3	
3	TOTAL (Sayler Park)	1985-86		1		1		1		3	
1	Westwood	Chase						1		1	
10	Westwood	Hays				2	4	2	2	10	
3	Westwood	Heberle				2			1	3	
2	Westwood	Hoffman			1		1			2	
15	Westwood	North Fairmount	1	1	2	3	5	2	1	15	
3	Westwood	Rockdale			1	1			1	3	
17	Westwood	Roll Hill	1	2	2	2	5	3	2	17	
1	Westwood	Roosevelt						1		1	
2	Westwood	Rothenberg				1	1			2	
3	Westwood	South Avondale				1	1	1		3	
1	Westwood	Taft				1				1	
1	Westwood	Vine			1					1	
2	Westwood	Washburn					1		1	2	
4	Westwood	Windsor			1		1	1	1	4	
2	Westwood	Winton Place				2				2	
67	TOTAL (Westwood)	1985-86	2	3	8	15	19	11	9	67	
108	TOTAL (Westwood)	1984-85	2	8	23	22	20	12	21	108	

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
2	Whittier	Millvale		1		1				2	
1	Whittier	Rothenberg						1		1	
1	Whittier	Windsor							1	1	
4	TOTAL (Whittier)	1985-86		1		1		1	1	4	
5	TOTAL (Whittier)	1984-85	1		1		1	1	1	5	
512	GRAND TOTAL	1985-86	30	68	67	95	96	88	68	491	21
506	GRAND TOTAL	1984-85	20	57	91	89	88	77	84	489	17

*Includes 7th and 8th grade at Roselawn/Condon

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - SECONDARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 13, 1986.

No. of Students Transferring	To Receiving School	From District School	Grade						Race	
			7	8	9	10	11	12	B	W
1	Aiken	Dater			1					1
1	Aiken	Roberts			1					1
9	Aiken	Western Hills			2	2		5		9
11	TOTAL (Aiken)	1986-87			4	2		5		11
4	TOTAL (Aiken)	1985-86			1		3			4
9	Dater	Aiken			9				9	
68	Dater	Bloom	37	31					68	
14	Dater	Crest Hills	9	5					14	
11	Dater	Gamble	1	10					11	
10	Dater	Hughes			10				10	
43	Dater	Merry	24	19					43	
7	Dater	Peoples	4	3					7	
8	Dater	Porter	1	7					8	
11	Dater	Sawyer	1	5	5				11	
27	Dater	Schwab	12	15					27	
24	Dater	Taft			24				24	
1	Dater	Withrow			1				1	
2	Dater	Woodward			2				2	
235	TOTAL (Dater)	1986-87	89	95	51				235	
194	TOTAL (Dater)	1985-86	82	69	43				194	
2	Gamble	C. Fairmount *2							1	1
1	Gamble	Cheviot *1								1
1	Gamble	Merry	1						1	
2	Gamble	N. Fairmount *2							1	1
1	Gamble	Quebec H. *1								1
2	Gamble	Roberts		2						2
8	Gamble	Roll Hill *8							8	
17	TOTAL (Gamble)	1986-87 *14	1	2					11	6
2	TOTAL (Gamble)	1985-86	1	1					1	1
3	Porter	Bloom	3						3	
1	Porter	Schwab	1						1	
1	Porter	Merry		1					1	
5	TOTAL (Porter)	1986-87	4	1					5	
3	TOTAL (Porter)	1985-86	2	1						3

*6th Grade Students at Gamble

No. of Students Transferring	To Receiving School	From District School	Grade						Race	
			7	8	9	10	11	12	B	W
1	Roberts	Aiken			1				1	
20	Roberts	Bloom	7	11	2				20	
2	Roberts	Crest Hills	1	1					2	
1	Roberts	Gamble		1					1	
7	Roberts	Hughes			7				7	
10	Roberts	Merry	3	7					10	
1	Roberts	Porter		1					1	
1	Roberts	Schwab		1					1	
3	Roberts	Taft			3				3	
1	Roberts	Western Hills			1				1	
1	Roberts	Woodward			1				1	
48	TOTAL (Roberts)	1986-87	11	22	15				48	
71	TOTAL (Roberts)	1985-86	30	20	21				71	
1	TOTAL (Shroder)	1985-86			1					1
1	TOTAL (Taft)	1985-86					1			1
52	Western Hills	Aiken			15	16	18	3	52	
84	Western Hills	Hughes			21	28	18	17	84	
66	Western Hills	Taft			8	30	18	10	66	
30	Western Hills	Withrow			6	7	11	6	30	
86	Western Hills	Woodward			19	31	23	13	86	
318	TOTAL (Western Hills)	1986-87			69	112	88	49	318	
288	TOTAL (Western Hills)	1985-86			74	72	67	75	288	
1	Withrow	Western Hills					1			1
1	TOTAL (Withrow)	1986-87					1			1
1	TOTAL (Withrow)	1985-86						1		1
635	GRAND TOTAL	1986-87 *14	105	120	139	114	89	54	617	11
565	GRAND TOTAL	1985-86	115	91	140	72	71	76	554	11

*6th Grade Students at Gamble

E-11

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - ELEMENTARY SCHOOLS

This report summarizes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 13, 1986.

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
2	TOTAL (Anderson Place)	1985-86					2				2
1	Carson	Bond Hill							1	1	
2	Carson	North Fairmount					1	1		2	
2	Carson	Taft					1		1	2	
1	Carson	Windsor						1		1	
6	TOTAL (Carson)	1986-87					2	2	2	6	
8	TOTAL (Carson)	1985-86		2	3	1	1	1		8	
1	C. Fairmount	Burton						1		1	
2	C. Fairmount	Chase							2	2	
1	C. Fairmount	Hays						1		1	
2	C. Fairmount	Hoffman			1			1		2	
2	C. Fairmount	Millvale			1	1				2	
2	C. Fairmount	North Fairmount		1		1				2	
1	C. Fairmount	Rockdale						1		1	
5	C. Fairmount	Roll Hill			2		1	2		5	
3	C. Fairmount	Roosevelt	1		1		1			3	
1	C. Fairmount	Rothenbereg							1	1	
1	C. Fairmount	Taft			1					1	
1	C. Fairmount	Vine						1		1	
3	C. Fairmount	Winton Place			2	1				3	
25	TOTAL (C. Fairmount)	1986-87	1	1	8	3	2	7	3	25	
13	TOTAL (C. Fairmount)	1985-86		4	3	2	2	1	1	13	
1	Cheviot	Burton							1	1	
4	Cheviot	Chase						3	1	4	
3	Cheviot	Heberle					1	1	1	3	
9	Cheviot	North Fairmount				1	2	3	3	9	
2	Cheviot	Pleasant Hill					1		1	2	
8	Cheviot	Roll Hill					1	5	2	8	
5	Cheviot	Roosevelt					2	3		5	
1	Cheviot	Roselawn/Condon					1			1	
1	Cheviot	Taft					1			1	
1	Cheviot	Washington Park							1	1	
35	TOTAL (Cheviot)	1986-87				1	9	15	10	35	
35	TOTAL (Cheviot)	1985-86			1	8	12	8	6	35	
3	Covedale	Anderson Place					2	1		3	
3	Covedale	Burton			1		1		1	3	
5	Covedale	Chase					3	2		5	
2	Covedale	Heberle		1					1	2	
1	Covedale	Hoffman							1	1	
1	Covedale	Millvale		1						1	
1	Covedale	North Avondale						1		1	
10	Covedale	North Fairmount		2	1	1		2	4	10	

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
3	Covedale	Pleasant Hill	1		1	1				3	
3	Covedale	Rockdale	1	2						3	
13	Covedale	Roll Hill		2	1	3	3		4	13	
6	Covedale	Roosevelt					2	1	3	6	
3	Covedale	Rothenberg			1		1	1		3	
2	Covedale	Taft			1		1			2	
1	Covedale	Vine			1					1	
4	Covedale	Washington Park		1	1		1	1		4	
5	Covedale	Windsor				1		3	1	5	
1	Covedale	Winton Place		1						1	
67	TOTAL (Covedale)	1986-87	2	10	8	6	14	12	15	67	
38	TOTAL (Covedale)	1985-86	2	2	3	10	7	10	4	38	
2	Hartwell	Bond Hill				1			1	2	
3	Hartwell	Burton			1		1		1	3	
16	Hartwell	Chase					9	3	4	16	
1	Hartwell	Hays						1		1	
2	Hartwell	Hoffman					1		1	2	
2	Hartwell	Losantiville			2					2	
4	Hartwell	North Fairmount			2		2			4	
1	Hartwell	Pleasant Hill					1			1	
2	Hartwell	Pleasant Ridge		1		1				2	
3	Hartwell	Rockdale			1			2		3	
1	Hartwell	Roll Hill				1				1	
2	Hartwell	South Avondale					2			2	
4	Hartwell	Swifton		2	1			1		4	
4	Hartwell	Taft				2	2			4	
16	Hartwell	Winton Place	1	4	8	3				16	
63	TOTAL (Hartwell)	1986-87	1	7	15	8	18	7	7	63	
69	TOTAL (Hartwell)	1985-86	4	16	8	17	11	9	4	69	
6	Hyde Park	Anderson Place	2		1		2		1	1	5
1	Hyde Park	Bond Hill				1				1	
1	Hyde Park	Bramble					1			1	
1	Hyde Park	Chase					1			1	
6	Hyde Park	Hoffman		1	1		1	2	1	6	
11	Hyde Park	Kilgour	1	2	1	3	2		2	3	8
1	Hyde Park	McKinley		1							1
6	Hyde Park	Rockdale				1		2	3	6	
1	Hyde Park	Silverton							1	1	
1	Hyde Park	Taft			1					1	
1	Hyde Park	Vine							1	1	
1	Hyde Park	Windsor				1				1	
1	Hyde Park	Winton Place				1				1	
38	TOTAL (Hyde Park)	1986-87	3	4	4	7	7	4	9	24	14
48	TOTAL (Hyde Park)	1985-86	5	3	8	7	4	10	11	38	10

No. of Students Transferring	To Receiving School	From District School	Grade K	1	2	3	4	5	6	Race B	W
10	Kilgour	Anderson Place	2	2		1		4	1	10	
2	Kilgour	Bond Hill							2	2	
7	Kilgour	Bramble	3	1	2			1		7	
1	Kilgour	Burton							1	1	
1	Kilgour	Chase						1		1	
1	Kilgour	Hays				1				1	
1	Kilgour	Heberle						1		1	
11	Kilgour	Hoffman		4	1	1	1	1	3	11	
1	Kilgour	Losantiville							1	1	
1	Kilgour	North Avondale							1	1	
10	Kilgour	Parham		1	1	1	1	5	1	10	
3	Kilgour	Pleasant Ridge	1				1	1		3	
5	Kilgour	Rockdale		1			1	2	1	5	
4	Kilgour	Silverton					1	1	2	4	
3	Kilgour	South Avondale	1					2		3	
4	Kilgour	Swifton	1		1	1	1			4	
3	Kilgour	Taft		2					1	3	
1	Kilgour	Vine	1							1	
1	Kilgour	Washburn					1			1	
1	Kilgour	Woodford		1						1	
71	TOTAL (Kilgour).	1986-87	9	12	5	5	7	19	14	71	
59	TOTAL (Kilgour)	1985-86	9	2	8	6	14	9	11	59	
2	Kirby Road	Burton		2						2	
2	Kirby Road	Millvale		1	1					2	
1	Kirby Road	Pleasant Hill	1							1	
5	Kirby Road	Roll Hill		2	3					5	
1	Kirby Road	Roosevelt	1							1	
2	Kirby Road	South Avondale		1	1					2	
6	Kirby Road	Winton Place		4	2					6	
19	TOTAL (Kirby Road)	1986-87	2	10	7					19	
19	TOTAL (Kirby Road)	1985-86	3	3	4	9				19	
4	Losantiville	Bond Hill		1				1	2	4	
3	Losantiville	Carthage				1	1		1		3
5	Losantiville	Pleasant Ridge		1			1	1	2	4	1
1	Losantiville	Rockdale							1	1	
3	Losantiville	Roselawn			1		1	1		3	
1	Losantiville	Silverton							1	1	
3	Losantiville	South Avondale		2					1	3	
1	Losantiville	Swifton						1		1	
1	Losantiville	Washington Park					1			1	
1	Losantiville	Woodford				1				1	
23	TOTAL (Losantiville)	1986-87		4	1	2	4	4	8	19	4
37	TOTAL (Losantiville)	1985-86	3	5	2	7	4	9	7	30	7
3	TOTAL (McKinley)	1985-86	1		1		1			3	

E-14

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
1	Midway	Chase						1		1	
5	Midway	Hays		1	1		1	1	1	5	
1	Midway	Hoffman					1			1	
3	Midway	Millvale		1		2				3	
5	Midway	North Fairmount		1	1	1	1		1	5	
1	Midway	Rockdale					1			1	
9	Midway	Roll Hill		2	2	1	2	1	1	9	
1	Midway	Washington Park						1		1	
1	Midway	Windsor		1						1	
27	TOTAL (Midway)	1986-87		6	4	4	6	4	3	27	
9	TOTAL (Midway)	1985-86		1	1	1	2	3	1	9	
1	Mt. Airy	Bond Hill							1	1	
3	Mt. Airy	Chase					2	1		3	
2	Mt. Airy	Clifton			1				1	2	
2	Mt. Airy	Hays			1			1		2	
1	Mt. Airy	Millvale				1				1	
1	Mt. Airy	Parham						1		1	
2	Mt. Airy	Pleasant Hill		1	1					2	
1	Mt. Airy	Rockdale			1					1	
5	Mt. Airy	Roll Hill			2	1		1	1	5	
1	Mt. Airy	Swifton					1			1	
1	Mt. Airy	Windsor							1	1	
1	Mt. Airy	Winton Place			1					1	
21	TOTAL (Mt. Airy)	1986-87		1	7	2	3	4	4	21	
15	TOTAL (Mt. Airy)	1985-86		1	3	1	2	2	6	15	
1	Mt. Washington	Anderson Place						1		1	
2	Mt. Washington	Bond Hill						1	1	2	
3	Mt. Washington	Bramble					1		2	3	
2	Mt. Washington	Burton				1	1			2	
2	Mt. Washington	Hays					1		1	2	
5	Mt. Washington	Hoffman				1	3		1	5	
2	Mt. Washington	Hyde Park		1	1					2	
1	Mt. Washington	Kilgour			1					1	
1	Mt. Washington	Kirby Road			1					1	
1	Mt. Washington	Millvale				1				1	
1	Mt. Washington	Mt. Airy						1		1	
2	Mt. Washington	North Fairmount			2					2	
1	Mt. Washington	Parham							1	1	
3	Mt. Washington	Pleasant Ridge			2	1				3	
3	Mt. Washington	Rockdale			1	1			1	3	
1	Mt. Washington	Roll Hill				1				1	
2	Mt. Washington	Roosevelt					2			2	
2	Mt. Washington	Rothenberg		1		1				2	
3	Mt. Washington	South Avondale			3					3	
2	Mt. Washington	Swifton		1	1					2	
4	Mt. Washington	Vine			1	1	1	1		4	
1	Mt. Washington	Washington Park					1			1	
1	Mt. Washington	Windsor			1					1	
6	Mt. Washington	Winton Place			4	2				6	

No. of Students Transferring	To Receiving School	From District School	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Race B	Race W
52	TOTAL (Mt. Washington)	1986-87		3	18	10	10	4	7	52	
36	TOTAL (Mt. Washington)	1985-86		14	4	5	4	7	2	36	
3	North Fairmount	C. Fairmount	2					1			3
3	TOTAL (North Fairmount)	1986-87	2					1			3
2	TOTAL (North Fairmount)	1985-86		1			1				2
1	Oyler	Chase						1		1	
1	Oyler	Heberle				1				1	
2	TOTAL (Oyler)	1986-87				1		1		2	
2	TOTAL (Oyler)	1985-86			1			1		2	
1	Pleasant Hill	Kirby Road			1						1
1	Pleasant Hill	Mt. Airy	1								1
2	TOTAL (Pleasant Hill)	1986-87	1		1						2
2	Pleasant Ridge	Anderson Place			1				1		2
1	Pleasant Ridge	Silverton						1		1	
3	TOTAL (Pleasant Ridge)	1986-87			1			1	1	1	2
1	TOTAL (Pleasant Ridge)	1985-86					1			1	
3	Quebec Heights	Burton				2		1		3	
2	Quebec Heights	Chase						1	1	2	
3	Quebec Heights	Millvale			2	1				3	
3	Quebec Heights	North Fairmount			1		1	1		3	
1	Quebec Heights	Parham				1				1	
1	Quebec Heights	Rockdale				1				1	
2	Quebec Heights	Roosevelt						1	1	2	
3	Quebec Heights	Rothenberg			1	1			1	3	
1	Quebec Heights	South Avondale					1			1	
3	Quebec Heights	Vine			1	1		1		3	
3	Quebec Heights	Washburn		1		1	1			3	
1	Quebec Heights	Winton Place			1					1	
26	TOTAL (Quebec Heights)	1986-87		1	6	8	3	5	3	26	
28	TOTAL (Quebec Heights)	1985-86		4	6	3	7	5	3	28	
1	Roosevelt	Heberle						1		1	
1	Roosevelt	Hoffman			1					1	
1	Roosevelt	Millvale			1					1	
3	TOTAL (Roosevelt)	1986-87			2			1		3	
13	TOTAL (Roosevelt)	1985-86	1	5	3	1	2		1	13	

No. of Students Transferring	To Receiving School	From District School	Grade K	1	2	3	4	5	6	Race B	W
1	Roselawn/Condon	Hartwell							1		1
1	TOTAL (Roselawn/Condon)	1986-87							1		1
1	TOTAL (Roselawn/Condon)	1985-86							1*	1	
3	TOTAL (Sayler Park)	1985-86		1		1		1		3	
1	Westwood	Burton		1						1	
1	Westwood	Chase					1			1	
4	Westwood	Hays					2	2		4	
7	Westwood	Heberle		3	2	1	1			7	
1	Westwood	Hoffman				1				1	
3	Westwood	Millvale	1	2						3	
29	Westwood	North Fairmount	3	5	7	3	6	5		29	
2	Westwood	Rockdale				1	1			2	
18	Westwood	Roll Hill		4	4	2	3	5		18	
1	Westwood	Roosevelt	1							1	
2	Westwood	Rothenberg			1		1			2	
1	Westwood	Taft					1			1	
3	Westwood	Vine				2		1		3	
1	Westwood	Washington Park		1						1	
1	Westwood	Winton Place			1					1	
75	TOTAL (Westwood)	1986-87	5	16	15	10	16	13		75	
67	TOTAL (Westwood)	1985-86	2	3	8	15	19	11	9	67	
1	Whittier	Chase					1			1	
1	Whittier	Rothenberg							1	1	
3	Whittier	Vine			1				2	3	
5	TOTAL (Whittier)	1986-87			1		1		3	5	
4	TOTAL (Whittier)	1985-86		1		1		1	1	4	
567	GRAND TOTAL	1986-87	26	75	103	67	102	104	90	541	26
512	GRAND TOTAL	1985-86	30	68	67	95	96	88	68	491	21

*Includes 7th/8th grade at Roselawn/Condon

APPENDIX F

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1985-1986

SCHOOL	SEX			RACE				AGE								GRADE					
	M	F	TOTAL	B	W	O	TOTAL	11	12	13	14	15	16	17	18+	7	8	9	10	11	12
SENIOR																					
AIKEN	239	99	338	240	97	1	338			1	31	70	105	83	48			153	83	59	43
CAPE (7-12)	193	75	268	175	93	-0-	268		20	75	64	39	38	26	6	70	76	51	24	27	20
HUGHES	731	364	1095	906	189	-0-	1095			3	79	316	348	241	108			537	296	185	77
SCPA (7-12)	49	27	76	56	19	1	76		9	11	26	9	10	8	3	20	20	18	7	5	6
TAFT	75	43	118	98	19	1	118					12	55	27	24			1	71	27	19
WALNUT HILLS (7-12)	155	85	240	81	159	-0-	240		12	13	29	37	65	69	15	14	20	36	38	58	74
WESTERN HILLS	419	180	599	347	251	1	599				44	140	164	164	87			277	120	135	67
WITHROW	649	243	892	652	238	2	892			3	96	256	249	198	90			434	220	146	92
WOODWARD	436	184	620	555	65	-0-	620		2	2	38	145	166	166	101	4	1	216	157	115	127
TOTAL	2946	1300	4246	3110	1130	6	4246		43	108	407	1024	1200	982	482	108	117	1723	1016	757	525
JR. - MIDDLE																					
BLOOM	341	200	541	520	21	-0-	541		1	56	165	173	124	20	2	253	160	128			
CREST HILLS	81	48	129	114	15	-0-	129		14	54	50	10	1			56	73				
DATER	235	149	384	161	223	-0-	384		38	73	136	103	27	7		161	126	97			
E. HILLS (7-8)	66	4	70	34	34	2	70		14	21	21	12	2			36	34				
GAMBLE	170	124	294	181	112	1	294		28	105	119	40	2			129	165				
HEINOLD (7-8)	74	43	117	39	78	-0-	117		5	34	49	27	2			53	64				
MERRY	116	60	176	166	9	1	176	1	21	81	57	15		1		108	68				
PEOPLES	249	204	453	311	142	-0-	453		29	158	167	84	14	1		170	283				
PORTER	59	50	109	51	58	-0-	109		4	25	44	24	11	1		34	46	29			
ROBERTS	658	332	990	118	872	-0-	990	1	38	222	319	279	120	11		390	366	234			
ROSELAWN (7-8)	6	6	12	8	4	-0-	12		1	5	6					3	9				
CINCINNATI BILINGUAL ACAD.@ SAWYER	17	11	28	23	5	-0-	28		6	13	5	4				14	14				
SCHWAB	314	87	401	281	120	-0-	401	1	36	138	159	61	6			221	180				
SHRODER	66	50	116	99	15	2	116	1	11	18	35	35	14	2		36	32	46		2	
TOTAL	2452	1368	3820	2106	1708	6	3820	4	246	1003	1332	867	323	43	2	1664	1620	534		2	
GUILFORD	2	1	3	1	2	-0-	3				2				1	1		1			1
McMILLAN	22	5	27	19	8	-0-	27					11	4	6	6	1	7	12	7		
GRAND TOTAL	5422	2674	8096	5236	2848	12	8096	4	289	1111	1741	1902	1527	1031	491	1774	1744	2270	1023	757	526

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1985-1986

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under the Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Emp.)	Physical Assault (student)	Robbery	Sex Offense	Starting a Fire
SENIOR																											
AIKEN	2	33		56	6	1	1		13	32	12	24		135	1	7				1	1	-0-	1	12			
CAPE (7-12)		88		72	1	3	2		6	4	16	1	1	70	3	1											
HUGHES	6	206		35	9				12	3	3	4		785		22		1					4	5			
SCPA (7-12)		6	2	12	4				3		14			29	2	4											
TAFT	1	18		16					10	9	3	3		55		2								1			
WALNUT HILLS (7-12)	1	14	12	6	15		2		8	28	15	3		125	3	2		1					1	3			1
WESTERN HILLS	2	41		83	4	1			50	26	13	2	1	357	4	8							1	5		1	
WITHROW	2	367		62	5		6		79	43	15	4	2	285	1	7							2	12			
WOODWARD	1	40		71	1		9		24		7	10		435	2	11	1						1	7			
TOTAL	15	813	14	413	45	5	20		205	145	98	51	4	2276	16	64	1	2		1	1		10	45		1	1
JR. - MIDDLE																											
BLOOM	6	77		103					39	2	4	1	1	291	1			3					6	7			
CREST HILLS	1	28		70			3		7	1	5	1		8	1									1		3	
DATER	3	30		104					56	34	4	3	1	139		2		1					1	6			
E. HILLS (7-8)	8	11		19					4	3	8			17													
GAMBLE	1	23		90					3	13	3	3		148	2	3								5			
HEINOLD (7-8)	5	25		4						13	1	1		68													
MERRY	1	20		69					1	4	5			71		4							1				
PEOPLES	1	152		66	2				53	12	15	3	1	123	3	8					1		3	7		3	
PORTER	1	18		28					9	4	4			41	2					1							1
ROBERTS		71		164	3				31	32	8	2		645	1	12							1	19			1
ROSELAWN (7-8)		9		2												1											
CINCINNATI BILINGUAL ACADEMY @ SAWYER		17		5					1					5													
SCHWAB	4	100		121		2			11	2	25			95	2	8		2	1					20	4	4	
SHRODER	3	145		32					12	4	9	3		1	1	2	1						1	2			
TOTAL	34	626		877	5	2	3		227	124	91	17	3	1652	13	40	1	6	1	1	1		13	67	4	10	2
GUILFORD			1													1								1			
McMILLAN		4		16					1			3				1								2			
GRAND TOTAL	49	1443	15	1306	53	6	23		433	269	189	71	7	3928	28	106	2	7	1	2	2		23	115	4	11	3

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1985-1986

SCHOOL	SEX			RACE				AGE									GRADE						
ELEMENTARY	M	F	TOTAL	B	W	O	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
ACAD.WLD.LANG.(SCHIEL)	NONE																						
ANDERSON PLACE	26	16	42	36	6	-0-	42			5	1	6	9	10	8	3		2	4	4	6	15	11
BOND HILL	6	-0-	6	6	-0-	-0-	6			1	1	1	2					1			2		3
BRAMBLE	36	9	45	33	12	-0-	45		2	1			6	15	15	6		2			1	19	23
BURTON	50	17	67	57	10	-0-	67			1		19	17	21	9			1		2	33	17	14
CAPE (4-6)	53	28	81	59	22	-0-	81				1	6	17	40	13	4					12	38	31
CARSON	30	5	35	8	27	-0-	35						9	4	13	9					7	8	20
CARTHAGE	6	1	7	6	1	-0-	7					1	3	2	1						3	4	
CENTRAL FAIRMOUNT	35	4	39	21	18	-0-	39		1	2	4		2	6	18	6		3	3	1	1	7	24
CHASE	93	46	139	105	33	1	139					12	27	39	38	23			2	2	26	43	66
CHEVIOT	15	1	16	8	8	-0-	16	2	3	2	3	1	2	3			3	3	4		2	4	
CINTI BIL. ACAD.	1	8	9	7	2	-0-	9							2	4	3							9
CLIFTON	59	7	66	57	8	1	66	1	5	6	4	10	16	14	7	3		12	4	5	14	20	11
COLLEGE HILL	NONE																						
COVEDALE	6	7	13	11	2	-0-	13					3	5	3	2						7	2	4
DOUGLASS	55	23	78	70	6	2	78		4	5	3	15	13	17	19	2		8	5	3	20	24	18
EASTERN HILLS	13	15	28	20	8	-0-	28					3	4	13	7	1				2	2	16	8
FAIRVIEW	18	4	22	13	9	-0-	22	5	1	2	1	4	3	4	2		3	4	2	2	4	7	
HARTWELL	12	4	16	7	9	-0-	16		2			2	1	8	3			2			3	2	9
HAYS	21	7	28	28	-0-	-0-	28		1	4	5	5	1	5	5	2		3	3	8	2	4	8
HEBERLE	87	26	113	79	33	1	113		1	6	9	11	17	44	22	3		5	11	11	6	43	37
HEINOLD (K-6)	29	31	60	42	18	-0-	60			2	2	8	7	10	13	18		1	2	7	5	13	32
HOFFMAN	23	10	33	33	-0-	-0-	33				1	4	7	11	8	2				5		18	10
HYDE PARK	4	3	7	6	1	-0-	7						2	3		2						5	2
KILGOUR	20	5	25	19	6	-0-	25			3	2	2	6	8	2	2		3	2	2	1	10	7
KIRBY ROAD	48	35	83	60	23	-0-	83		1	14	28	25	12	2	1			7	18	57	1		
Page Total	746	312	1058	791	262	5	1058	8	21	54	65	138	188	284	211	89	6	57	60	111	158	319	347

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1985-1986

SCHOOL	SEX			RACE				AGE									GRADE						
ELEMENTARY	M	F	TOTAL	B	W	O	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
LINWOOD	38	22	60	36	24	-0-	60		1	3	8	9	12	14	9	4		1	7	15	8	8	21
LOSANTIVILLE	18	2	20	18	2	-0-	20	2	2		2		6	1	4	3		1	2		3	7	7
McKINLEY	9	6	15	5	8	2	15					1	1	7	5	1				1	5	4	5
MIDWAY	4	4	8	6	2	-0-	8			2		2	2	1	1				2	2	1	2	1
MILLVALE	8	4	12	12	-0-	-0-	12			1	8	3							6	6			
MT. AIRY	7	3	10	9	1	-0-	10				3	1		2	1	3				3	1		6
MT. WASHINGTON	19	2	21	12	9	-0-	21		7	3			2	3	6		1	6	3	1	1	3	6
NORTH AVONDALE	7	5	12	12	-0-	-0-	12			1		1	1	3	5	1				1	1	8	2
NORTH FAIRMOUNT	22	5	27	21	6	-0-	27			1		3	3	7	11	2		1	3	1	3	9	10
OYLER	14	5	19	7	12	-0-	19					3	4	7	5					2	5	3	9
PARHAM	NONE																						
PLEASANT HILL	60	21	81	69	12	-0-	81	1	5	6	5	20	20	18	3	3	3	7	2	12	32	18	7
PLEASANT RIDGE	39	15	54	49	5	-0-	54	3	1	11	5	2	12	10	8	2	2	11	6	2	9	16	8
PRIM.ARTS ENRICH @SCHIEL	NONE.																						
QUEBEC HEIGHTS	14	3	17	4	13	-0-	17						2	8	6	1				1	1	12	3
ROCKDALE	41	7	48	48	-0-	-0-	48				5	1	10	14	9	9			4	2	5	16	21
ROLL HILL	23	13	36	35	1	-0-	36				5	4	8	11	6	2				10	6	12	8
ROOSEVELT	34	17	51	31	20	-0-	51		2		3	5	7	12	16	6		2		1	10	7	31
ROSELAWN/CONDON (4-6)	23	19	42	36	5	1	42		1			3	11	12	9	6		1		1	4	14	22
ROTHENBERG	30	16	46	46	-0-	-0-	46		2	1		6	9	13	12	3		3		2	7	16	18
SANDS MONTESSORI	8	5	13	9	3	1	13		1	1	1	3	2	3	2			3			5	2	3
SAYLER PARK	37	3	40	6	34	-0-	40				1	4	9	16	9	1			1	2	7	8	22
SCPA (4-6)	23	14	37	24	10	3	37					1	15	10	9	2					2	17	18
SILVERTON	17	9	26	24	2	-0-	26					2	7	8	5	4				1	1	16	8
SOUTH AVONDALE	NONE																						
SWIFTON PRIMARY	1	-0-	1	1	-0-	-0-	1						1								1		
Page Total	496	200	696	520	169	7	696	6	22	30	46	74	144	180	141	53	6	36	36	66	118	198	236

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1985-1986

SCHOOL	SEX			RACE				AGE									GRADE						
ELEMENTARY	M	F	TOTAL	B	W	O	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
TAFT	1	-0-	1	1	-0-	-0-	1								1								1
VINE	19	11	30	23	7	-0-	30		5	5	4	3	2	6	3	2		8	5	3	5	1	8
WASHBURN	22	14	36	36	-0-	-0-	36			2	5	7	6	5	9	2			2	13	3	7	11
WASHINGTON PARK	41	11	52	51	1	-0-	52		1	3	4	9	7	13	14	1		2	3	10	10	12	15
WESTWOOD	32	7	39	29	10	-0-	39			8	7	4	4	8	7	1		4	4	10	10	3	8
WHITTIER	57	3	60	11	49	-0-	60			2	5	3	13	13	15	9		2	3	6	6	19	24
WINDSOR	18	19	37	37	-0-	-0-	37			1	1	7	10	7	7	4		1	2	5	11	8	10
WINTON PLACE PRIMARY	75	30	105	100	5	-0-	105	3	14	25	30	28	5				4	33	13	55			
WOODFORD PRIMARY	2	3	5	5	-0-	-0-	5		1		1	2	1					2		3			
TOTALS (this page)	267	98	365	293	72	-0-	365	3	21	46	57	63	48	52	56	19	4	52	32	105	45	50	77
" (Carried Fwd)	746	312	1058	791	262	5	1058	8	21	54	65	138	188	284	211	89	6	57	60	111	158	319	347
" (Carried Fwd)	496	200	696	520	169	7	696	6	22	30	46	74	144	180	141	53	6	36	36	66	118	198	236
GRAND TOTAL	1509	610	2119	1604	503	12	2119	17	64	130	168	275	380	516	408	161	16	145	128	282	321	567	660

SUMMARY OF SUSPENSIONS * YEARLY TOTALS 1985-1986

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under the Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm/ Bomb Threat	Firearms	Indictment	Physical Assault (School emp.)	Physical Assault (student)	Robbery	Sex Offense	Starting a Fire
ACAD.WLD LANG(SCHIEL)	NONE																										
ANDERSON PLACE	2	9		20					2		3			5						1							
BOND HILL	1	2							3																		
BRAMBLE		22		19					2		1			1													
BURTON	1	15		44					2		4			1													
CAPE (4-6)	2	18		37					7		9			7	1												
CARSON		16		5					3		4			7													
CARTHAGE		2		5																							
CENTRAL FAIRMOUNT	1	15		10					2	2	1			8													
CHASE		45		59	2				3	2	5			19						2				2			
CHEVIOT	2	13												1													
CINTI BIL.ACAD.				7										2													
CLIFTON	2	23		24	1				2		8			3									1			2	
COLLEGE HILL	NONE																										
COVEDALE		5		4							2			2													
DOUGLASS		17		40					3		3			12	3												
EASTERN HILLS		3		15					1					9													
FAIRVIEW		9		6					2		3			2													
HARTWELL		7							1	1				5	1					1							
HAYS		13		6					1		1			5	1					1							
HEBERLE		13		52					5		7			34									1	1			
HEINOLD (K-6)	2	20		11					6			2		19													
HOFFMAN	3	4		16					3					7													
HYDE PARK		3		4																							
KILGOUR	1	10	1	8	1				3					1													
KIRBY ROAD	5	36		25					4		2			3	6	1							1				
LINWOOD		13		36					1						10												
LOSANTIVILLE		8		9					1					2													
McKINLEY		7		4										4													
MIDWAY		2		5							1																
MILLVALE		6		6																							
MT. AIRY				7										3													
TOTAL(this page)	22	356	1	484	4				57	5	54	2		162	22	1				5			3	3		2	

F-6

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1986-1986

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under the Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm/ Bomb Threat	Firearms	Indictment	Physical Assault (School emp.)	Physical Assault (student)	Robbery	Sex Offense	Starting a Fire
MT. WASHINGTON		8		5					1		2			4	1												
NORTH AVONDALE		5		6										1													
NORTH FAIRMOUNT		9		17							1																
OYLER		5		6						1		2		5													
PARHAM	NONE																										
PLEASANT HILL	3	53		21							1			3													
PLEASANT RIDGE	3	5		29					1					15	1												
PRIM.ARTS ENR(SCHIEL)	NONE																										
QUEBEC HEIGHTS		2		14										1													
ROCKDALE		23		16										9													
ROLL HILL		6		24					1					5													
ROOSEVELT		26		22										2		1											
ROSELAWN/CONDON(4-6)		4		30					4		3				1												
ROTHENBERG	4	7		21					1					11	2												
SANDS MONTESSORI		3												10													
SAYLER PARK	1	5		31					1		1			1													
SCPA (4-6)		3		24	1				1		6			2													
SILVERTON		11		11								1		3													
SOUTH AVONDALE	NONE																										
SWIFTON PRIMARY		1																									
TAFT																1											
VINE		10		17					2						1												
WASHBURN		10		11					3		1			10	1												
WASHINGTON PARK		19		26					4	1					1											1	
WESTWOOD	1	12		13					1		7			5													
WHITTIER		23		12					6	2	4			13													
WINDSOR		5		26							2			2	1								1				
WINTON PLACE PRIM.	4	18		56							6			21													
WOODFORD PRIMARY		1		4																							
Totals this page	16	274		442	1				26	4	34	3		123	9	2							1			1	
Carried Forward	22	356	1	484	4				57	5	54	2		162	22	1				5			3	3		2	
GRAND TOTAL	38	630	1	926	5				83	9	88	5		285	31	3				5			4	3		3	

SUMMARY OF EXPULSIONS YEARLY TOTALS 1985-1986

SCHOOL	SEX			RACE				AGE								GRADE					
	M	F	TOTAL	B	W	O	TOTAL	11	12	13	14	15	16	17	18+	7	8	9	10	11	12
SENIOR																					
AIKEN	17	5	22	18	4	-0-	22				3	4	7	5	3			6	8	4	4
CAPE (7-12)	1	-0-	1	-0-	1	-0-	1			1						1					
HUGHES	29	7	36	36	-0-	-0-	36				2	8	15	8	3			18	11	5	2
SCPA (7-12)	3	1	4	4	-0-	-0-	4			1		2	1			2		1		1	
TAFT	3	1	4	4	-0-	-0-	4							2	2					1	3
WALNUT HILLS (7-12)	7	1	8	5	3	-0-	8		2		1	1	3	1		2	1		1	3	1
WESTERN HILLS	15	4	19	13	6	-0-	19				1	8	7	2	1			15	4		
WITHROW	28	3	31	21	10	-0-	31				4	7	13	6	1			19	8	2	2
WOODWARD	8	5	13	12	1	-0-	13					3	7	1	2		1	7	3	1	1
TOTAL	111	27	138	113	25	-0-	138		2	2	11	33	53	25	12	5	2	66	35	17	13
JR. - MIDDLE																					
BLOOM	15	5	20	19	1	-0-	20			5	9	6				12	5	3			
CREST HILLS	1	2	3	3	-0-	-0-	3			1	1	1				1	2				
DATER	11	1	12	4	8	-0-	12			2	3	3	4			3	4	5			
E. HILLS (7-8)	NONE																				
GAMBLE	7	3	10	5	5	-0-	10			4	4	2				2	8				
HEINOLD (7-8)	4	-0-	4	-0-	4	-0-	4				2	2				2	2				
MERRY	4	2	6	6	-0-	-0-	6		2	2	1	1				2	4				
PEOPLES	13	4	17	13	4	-0-	17			5	7	5				4	13				
PORTER	2	-0-	2	1	1	-0-	2					1	1					2			
ROBERTS	24	8	32	4	28	-0-	32			3	15	12	1	1		17	12	3			
ROSELAWN (7-8)	NONE																				
CINCINNATI BILINGUAL ACAD.@ SAWYER	NONE																				
SCHWAB	24	9	33	24	9	-0-	33		2	10	15	5	1			21	12				
SHRODER	4	-0-	4	4	-0-	-0-	4				1	2		1			1	3			
TOTAL	110	33	143	83	60	-0-	143		4	32	58	40	7	2		64	63	16			
GUILFORD	1	1	2	1	1	-0-	2				1	1				1	1				
McMILLAN	2	1	3	1	2	-0-	3					2			1		1	1	1		
GRAND TOTAL	224	62	286	198	88	-0-	286		6	34	70	76	60	27	13	70	67	83	36	17	13

SUMMARY OF EXPULSIONS YEARLY TOTALS 1985-1986

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under the Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Emp.)	Physical Assault (student)	Robbery	Sex Offense	Starting a Fire
SENIOR																											
AIKEN	1	1														6				1			2	11			
CAPE (7-12)																1											
HUGHES		4												4		20							4	4			
SCPA (7-12)											1				2	1											
TAFT	1															2								1			
WALNUT HILLS (7-12)														1		2		1					1	2			1
WESTERN HILLS	1	3												1		7							1	5		1	
WITHROW	2			1							6		1			5							2	14			
WOODWARD											1					5								6		1	
TOTAL	5	8		1							8		1	6	2	49		1		1			10	43		2	1
JR. - MIDDLE																											
BLOOM	4			1														3					3	9			
CREST HILLS																								1		2	
DATER		1							1							2		1					1	6			
E. HILLS (7-8)	NONE																										
GAMBLE		1												1	2	3								3			
HEINOLD (7-8)		1													3												
MERRY	1															4								1			
PEOPLES	1													1		4					1		2	4		4	
PORTER																				1							1
ROBERTS		1												3	1	11								16			
ROSELAWN (7-8)	NONE																										
CINCINNATI BILINGUAL ACADEMY @ SAWYER	NONE																										
SCHWAB	1	1														6		2					2	16	2	3	
SHRODER	1																						1	2			
TOTAL	8	5		1					1					5	6	30		6		1	1		9	58	2	9	1
GUILFORD																1							1				
McMILLAN																1								2			
GRAND TOTAL	13	13		2					1		8		1	11	8	81		7		2	1		20	103	2	11	2

SUMMARY OF EXPULSIONS YEARLY TOTALS - 1985-1986

SCHOOL	SEX			RACE				AGE									GRADE						
ELEMENTARY	M	F	TOTAL	B	W	O	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
CHASE	1	3	4	4	-0-	-0-	4					1		2	1						1	2	1
CLIFTON	2	-0-	2	2	-0-	-0-	2							1	1							1	1
HEBERLE	1	-0-	1	1	-0-	-0-	1							1								1	
HEINOLD	1	-0-	1	1	-0-	-0-	1								1								1
ROOSEVELT	1	-0-	1	-0-	1	-0-	1									1							1
ROTHENBERG	2	-0-	2	2	-0-	-0-	2						1	1							1		1
TAFT	1	-0-	1	1	-0-	-0-	1								1								1
WASHINGTON PARK	3	-0-	3	3	-0-	-0-	3							2	1							2	1
TOTALS	12	3	15	14	1	-0-	15					1	1	7	5	1					2	6	7

F-10

SUMMARY OF EXPULSIONS YEARLY TOTALS 1985-1986

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under the Influence	Unruly Conduct	Vandalism	Alcohol/Drugs.	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Emp.)	Physical Assault (student)	Robbery	Sex Offense	Starting a Fire
CHASE																											
CLIFTON																				2			1	1			
HEBERLE																1										1	
HEINOLD	1																							1			
ROOSEVELT																											
ROTHENBERG																							1				
TAFT																								1		1	
WASHINGTON PARK				1												1								1		1	
TOTALS	1			1												2				2			2	4		3	

YEARLY TOTALS 1985-1986

SUMMARY - SUSPENSIONS AND EXPULSIONS

SUSPENSIONS

	TOTAL	RACE			SEX	
		B	W	O	M	F
Secondary	8096	5236	2848	12	5422	2674
Elementary	2119	1604	503	12	1509	610
Total	10215	6840	3351	24	6931	3284

EXPULSIONS

	TOTAL	RACE			SEX	
		B	W	O	M	F
Secondary	286	198	88	-0-	224	62
Elementary	15	14	1	-0-	12	3
Total	301	212	89	-0-	236	65

SENIOR, JUNIOR
& MIDDLE

COMPARATIVE DATA

YEARLY TOTALS 1985-1986

SCHOOL	SUSPENSIONS			EXPULSIONS		
	1984-85	1985-86	DIFFERENCE	1984-85	1985-86	DIFFERENCE
SENIOR						
AIKEN	373	338	-35	27	22	-5
CAPE (7-12)	201	268	+67	17	1	-16
HUGHES	592	1095	+503	30	36	+6
SCPA	67	76	+9	5	4	-1
TAFT	163	118	-45	4	4	-0-
WALNUT HILLS	225	240	+15	12	8	-4
WESTERN HILLS	1285	599	-686	51	19	-32
WITHROW	585	892	+307	37	31	-6
WOODWARD	733	620	-113	37	13	-24
TOTAL	4224	4246	+22	220	138	-82
JR.-MIDDLE						
BLOOM	104	541	+437	23	20	-3
CREST HILLS	106	129	+23	9	3	-6
DATER	372	384	+12	8	12	+4
E.HILLS(7-8)	29	70	+41	4	-0-	-4
GAMBLE	197	294	+97	12	10	-2
HEINOLD	121	117	-4	1	4	+3
MERRY	153	176	+23	3	6	+3
PEOPLES	232	453	+221	14	17	+3
PORTER	159	109	-50	3	2	-1
ROBERTS	935	990	+55	23	32	+9
ROSELAWN(7-8)	25	12	-13	-0-	-0-	-0-
SAWYER	133	NO COMPARISON	-133	5	NO COMPARISON	-5
SCHIEL (7-8)	26	NO COMPARISON	-26	-0-	-0-	-0-
CIN.BILING.@	SAWYER NOT IN OPERATION	28	+28	-0-	-0-	-0-
SCHWAB	377	401	+24	29	33	+4
SHRODER	68	116	+48	6	4	-2
TOTAL	3037	3820	+783	134	143	+9
GUILFORD	2	3	+1	-0-	2	+2
McMILLAN	22	27	+5	6	3	-3

ELEMENTARY

COMPARATIVE DATA

YEARLY TOTALS 1985-1986

	SUSPENSIONS			EXPULSIONS		
SCHOOL	1984-85	1985-86	DIFFERENCE	1984-85	1985-86	DIFFERENCE
ACAD.WLD.LANG(SCHIEL)	NOT IN OPER.	-0-	-0-			
ANDERSON PLACE	37	42	+5			
BOND HILL	10	6	-4			
BRAMBLE	32	45	+13			
BURTON	30	67	+37			
CAPE (4-6)	18	81	+63	1	-0-	-1
CARSON	19	35	+16			
CARTHAGE	9	7	-2			
CENTRAL FAIRMOUNT	37	39	+2	1	-0-	-1
CHASE	216	139	-77	5	4	-1
CHEVIOT	10	16	+6			
CINTI BIL. ACAD.	NOT IN OPER.	9	+9			
CLIFTON	41	66	+25	-0-	2	+2
COLLEGE HILL	1	-0-	-1			
COVEDALE	14	13	-1			
DOUGLASS	22	78	+56			
EASTERN HILLS	15	28	+13			
FAIRVIEW	16	22	+6			
HARTWELL	16	16	-0-			
HAYS	29	28	-1			
HEBERLE	98	113	+15	-0-	1	+1
HEINOLD (K-6)	55	60	+5	1	1	-0-
HOFFMAN	47	33	-14			
HYDE PARK	3	7	+4			
KILGOUR	41	25	-16			
KIRBY ROAD	16	83	+67	1	-0-	-1
	832	1058	+226	9	8	-1

F-14

ELEMENTARY

COMPARATIVE DATA

YEARLY TOTALS 1985-1986

SCHOOL	SUSPENSIONS 1984-85	SUSPENSIONS 1985-86	SUSPENSIONS DIFFERENCE	EXPULSIONS 1984-85	EXPULSIONS 1985-86	EXPULSIONS DIFFERENCE
LINWOOD	87	60	-27			
LOSANTIVILLE	4	20	+16			
McKINLEY	11	15	+4			
MIDWAY	8	8	-0-			
MILLVALE	16	12	-4			
MT. AIRY	7	10	+3			
MT. WASHINGTON	21	21	-0-			
NORTH AVONDALE	13	12	-1			
NORTH FAIRMOUNT	32	27	-5			
OYLER	18	19	+1	1	-0-	-1
PARHAM	2	-0-	-2			
PLEASANT HILL	135	81	-54			
PLEASANT RIDGE	54	54	-0-			
PRIM.ARTS ENRICH @ Schiel	NOT IN OPERATION	-0-	NO COMPARISON			
QUEBEC HEIGHTS	21	17	-4			
ROCKDALE	43	48	+5			
ROLL HILL	40	36	-4			
ROOSEVELT	26	51	+25	-0-	1	+1
ROSELAWN/CONDON(4-6)	13	42	+29			
ROTHENBERG	31	46	+15	-0-	2	+2
SANDS MONTESSORI	16	13	-3			
SAYLER PARK	32	40	+8			
SCPA (4-6)	20	37	+17			
SILVERTON	17	26	+9			
SOUTH AVONDALE	-0-	-0-	-0-			
SWIFTON PRIMARY	1	1	-0-			
SCHIEL (6)	1	NOT IN OPERATION	+1			
TOTALS	669	696	+27	1	3	+2

COMPARATIVE DATA

YEARLY TOTALS 1985-1986

SCHOOL	SUSPENSIONS			EXPULSIONS		
	1984-85	1985-86	DIFFERENCE	1984-85	1985-86	DIFFERENCE
TAFT	-0-	1	+1	-0-	1	+1
VINE	61	30	-31	1	-0-	-1
WASHBURN	43	36	-7	1	-0-	-1
WASHINGTON PARK	27	52	+25	1	3	+2
WESTWOOD	53	39	-14			
WHITTIER	77	60	-17			
WINDSOR	36	37	+1			
WINTON PLACE PRIM	41	105	+64			
WOODFORD PRIMARY	25	5	-20			
	363 832 669	365 1058 696	+2 +226 +27	3 9 1	4 8 3	+1 -1 +2
TOTALS	1864	2119	+255	13	15	+2
WINTON TERRACE	7	NOT IN OPER.	-7			
	1871	2119	+248			

APPENDIX G

ASSESSMENT OF STANDARDIZED TESTING

The following is the narrative report of the district relative to its examination for bias in Cincinnati Public Schools' tests. The supportive data may be found in Appendix E.

Before providing evidence that the Cincinnati Public Schools' testing programs meet prevailing professional standards of fairness (race and gender equity) and are being used in accordance with such standards, a definition of bias and sources of bias is critical in addressing this issue of fairness in testing.

As noted in Exhibit A (pg. 139 of the document), "An achievement test is biased when it systematically produces unfair scores for a particular group, a result that can occur only if the test measures something somewhat different for that group than for others. For example, a reading comprehension test might function largely as a measure of the vocabulary for one ethnic group (for example black students) because of the large differences within the group in their knowledge of the words in the reading passages. In another ethnic group, almost all students might know most of the words. For the second group, the test would mainly be a measure of comprehension, as intended. Differences in scores would be erroneously attributed to differences in reading comprehension skills in the first instance but correctly so in the second. The test is therefore biased."

"Similarly, assume that two groups, A and B, are known to read with equal understanding when content and vocabulary are equally familiar to both of them. If a reading comprehension test is administered that has more words that are unfamiliar to Group A than to Group B, the students in Group A will consistently achieve lower scores on the test. This would lead to the faulty conclusion that Group A students have poorer reading comprehension skills. This test is also a biased test. Differential variation in students' familiarity with the content of a reading passage can have the same effect."

Regarding sources of bias, there are two possible sources. "The first can be found in the language and thought patterns of test authors and editors."

" A second source of bias may be the procedures used to try out test materials. The products of even the most skillful test writers and editors do not always work well, and no serious test publisher would produce a standardized test without extensive trials of the materials. Tryouts provide data for identifying stimulus materials and test items that should be revised or discarded and for selecting the best materials and items from among those tried out."

With this as background information, an analysis will be made in relation to the four major tests or testing programs used in the district and the efforts made locally and by the publishers to reduce any discernible bias stemming from the sources described above.

THE CALIFORNIA ACHIEVEMENT TEST

Local Initiatives--Review and Selection of the California Achievement Test.

As Table 1 reveals, an extensive examination of race and gender potential bias in the California Achievement Test (CAT), Circus Test, Sequential Test of Educational Progress (STEP), Iowa Test of Basic Skills (ITBS), Metropolitan Achievement Test (MAT) and Science Research Associates Test (SRA) was made by a selective test review committee of Cincinnati Public Schools' administrators, teachers, and parents in April, 1979. The number of Cincinnati Public Schools' staff involved in the review was approximately 30.

Results given by the test publishers and validation by the selection committee were quite convincing that indeed the bias issue was studied by these test publishers, and the publishers' findings described bias to be minimized. As Table 1 reveals, the test selection committee looked at four questions to address the issue of bias in testing:

1. How was the content reviewed by the various test publishers for their respective batteries?
2. What degree of item pretesting was done with minorities?
3. What did the resulting statistical analysis of items look like?
4. What did the final form of the test look like?

Findings by the Cincinnati Public Schools' selection committee in relation to the CAT (the adopted system-wide test used in our system for grades 1-11) revealed:

1. The CAT test was reviewed by professionally active educators from minority groups.
2. An extra effort was made by the publisher (California Test Bureau/Mc-Graw Hill) to obtain an adequate black sample.
3. Items were statistically analyzed to determine if items were unfairly discriminating on race and sex.
4. The final form of the text was in fact constructive in adherence with the publisher's multi-ethnic and equal treatment of sexes guidelines.

Additional precautions to reduce bias in testing are taken by our testing section in the administration of the CAT. For example, extensive materials are produced for each school covering the critical issue of test administration, inservice, test security, etc. (See Exhibit C - Test Coordinators Handbook.)

Publisher's Initiatives--Test Construction and Review (See Exhibit A).

"The first and perhaps most important step toward minimizing bias in a test is to write and edit the content carefully. If writers and editors are sensitive to variations in the background and culture of those for whom the test is intended, fewer potentially biased items will be produced. To that end, guidelines for avoiding bias in test development were specified. Test writers were instructed to consider the background and viewpoints of disadvantaged students, especially those from black and Spanish-speaking families, and then to avoid writing any material not necessary to the purpose of the items that might bias the outcomes. The writers were also instructed to develop material that would represent a variety of ethnic and cultural interests.

"After the tests were written and edited, they were reviewed by representatives of various ethnic and cultural groups, including a number of black and Spanish-speaking reviewers from different parts of the country. Among the reviewers were teachers, content and curriculum experts, and specialists in the education of minority students. Comments of the reviewers were carefully considered in selecting and revising the materials to be included in the Standardization Edition of CAT C and D. Such a review procedure is particularly effective in detecting racism, stereotyping, other expressions of inappropriate attitudes. Although these phenomena are probably not the most common causes of biased results, they are nevertheless undesirable."

Publisher's Initiatives--Analysis of Data (See Exhibit B).

Two statistical analyses were performed. One was based on the results obtained when the publisher was trying out individual items to go into the test, and the second on the final version of the test. For the sake of brevity, and because methodology for both types of analysis was the same, attention on methodology will be given to the tryout and results of the analysis given for the final version (standardization sample) of the test.

Results given by the test publishers and validated by the selection committee were quite convincing that bias in these respective tests were analyzed and found to be minimized -- as Table 1 reveals, specifically in relation to CAT (the adopted system-wide test for our schools).

Analysis of Item Data. To provide data for item selection and/or revision, item tryouts were conducted. In order to avoid accentuating any residual ethnic bias in the items, besides using customary item selection procedures an additional step was taken; that is, item data for black students were examined separately. Thus, all tryout items went through two screenings. One used the standard tryout data, which included all individuals in the schools' sample. In the second screening, data for the black students were examined separately and were compared with the data for students identified as Other. The items which appeared biased or unsatisfactory for blacks were identified. The editors then used this information along with that from the standard analyses in constructing the final test.

The item statistics used as indicators of bias were principally (1) the point-biserial correlation, which shows the relation of items to category objective scores, and (2) grade-to-grade growth as shown by item difficulties.

The tryout data differed from the standardization data reported here in several ways. First, no effort was made in the tryout to draw a probability sample of the population. Therefore, the standardization groups are not only larger but also more heterogeneous. Second, the tryout data used were collected in the fall of 1975, whereas the standardization data are from the spring 1977 administration. Third, the items at most levels were tried out at three grades, and the sample was augmented by additional black cases in the upper two grades. For example, Level 15 was tried out in the fall in Grades 4, 5, and 6, the black sample being in Grades 5 and 6. However, the standardization data are spring scores from Grades 4 and 5 only.

CONCLUSIONS

The data presented support the following conclusions:

1. The amount of bias against minorities in the Tryout Edition of CAT C and D was probably small in most areas; the test materials functioned reasonably well for all groups at all levels, and the proportion of items labeled biased was small.
2. The use made of the data from a special black tryout sample reduced the amount of bias against blacks; more items that function well for blacks were used than would have been the case otherwise.
3. Some bias against blacks probably remains in the tests, since the item statistics look best for the Other group.
4. The amount of bias against Hispanics was reduced by the procedures; the item statistics for this group look at least as good as they do for the Black group.
5. Some bias against Hispanics probably remains in the test, since the item statistics look best for the Other group.
6. There are probably some items biased against the majority group, since items favoring blacks were not labeled biased.
7. The amount of bias in the Tryout Edition, the amount that this bias was reduced, and the amount remaining all vary by group, by level, and by normed section; all the tables show such variation.

Additional documentation on race and gender bias pertaining to the California Achievement Test (adopted test battery presently used in our city-wide testing program) can be found in Exhibits A and B attached. As can be ascertained from reviewing these two documents, much effort, testing, analyzing, and reviewing took place to assure that race and gender bias is minimized in the CAT.

MINIMUM COMPETENCY AND CIMS TESTING PROGRAM

Local Initiatives--Review and Selection of Minimum Competency and Cincinnati Instructional and Management System.

Following is a summary of the efforts carried out through Resource Planning and Development to insure race and gender equity regarding the Minimum Competencies and CIMS testing programs.

Minimum Competencies

During the development phase of the Minimum Competencies program (1978-81), a thorough review of all tests was conducted. Much of this work was accomplished through the formation of a Community Communication Council composed of parents and representatives of business, civic, and ethnic groups. A subcommittee of the CCC reviewed each test for overall quality, racial and ethnic bias, and gender stereotyping. The subcommittee examined such specifics as the balance of male/female names in the tests' textual material, and the inclusion of equitable roles concerning gender and race.

In addition, the graphics work on each test was reviewed to make sure that all pictures depicted a balanced number of males and females as well as persons of different races and cultural backgrounds.

CIMS Testing Program

Prior to the development of the CIMS test, criteria was established to insure that the tests would be free of cultural bias. The criteria used was as follows:

1. The writers were instructed to develop passages which showed a balance in male/female division and performances of activities.
2. A deliberate attempt was made to portray minority groups in a positive way.
3. All graphics had to reflect a balance of multi-ethnic, male/female characters.

After the test items were developed, they were further assessed by the instructional Supervisor and the Pilot Classroom teachers.

OTIS-LENNON MENTAL ABILITIES TEST

Local Initiatives--Test Selection.

Before adopting the Otis-Lennon Mental Abilities Test for system-wide use in grades 6 and 8, this battery along with others were circulated to supervising staff (procedure most often followed when any adoption is being considered) for their review and input regarding issues of race and gender equity. Results of their analysis approved the test to be used.

Publisher's Initiatives--Test Construction and Review.

Exhibit D contains publisher's documentation of the other major test battery used in the system--Otis-Lennon Mental Abilities Test (OLMAT). Since documentation could not be found directly from the literature, the writer asked the publisher to answer in writing the degree to which the battery accounts for race and gender bias. Exhibit D contains the answer--"...procedures, which were used with OLMAT and other tests, involved primarily editorial review at the item development, field testing, and test assembly stages." (See Exhibit D.) Before closing the analysis on this test, an important caveate is in order. In February of 1986, a new version of this test called the Otis-Lennon School Abilities Test will be piloted in our school system; and if results and reviews of race and gender bias are favorable, this newer version will be adopted to be used for testing in the 1986-87 school year.

Other Research Reviews

Exhibits E and F are examples of related studies continually reviewed by the Testing Section of Cincinnati Public Schools to not only keep abreast of current findings and methodologies in this important area of race and gender bias in testing, but also to critique tests before consideration would be given by committees in future discussions of new test adoptions.

CONCLUDING STATEMENT

To assure race and gender equity in testing, formal procedures will be developed by June of 1986. Exhibit G is a management plan containing the details of the tasks involved. It is projected that once these detailed procedures are approved, they will be followed to the letter in any further test review and selection process for Cincinnati Public Schools.

APPENDIX H

H-1

INTER-OFFICE CORRESPONDENCE
CINCINNATI PUBLIC SCHOOLS

DATE SENT December 3, 1985

DATE REC'D

TO Interracial/Intercultural Understanding Committee
NAME SCHOOL OR OFFICE

FILE CC P

FROM Adoria Perkins, Administrative Assistant to the Superintendent
NAME SCHOOL OR OFFICE

REGARDING Section 7 of Bronson Settlement Agreement

7. ISOLATION THROUGH PLACEMENT OF CHOICE WITHIN BUILDINGS

The Parties recognize the importance of guarding against the racial isolation of students within school buildings. CPS currently has in effect policies to assure the unbiased placement of students within school buildings. Those policies will continue to be implemented and will be reviewed by CPS periodically to determine whether any modifications are necessary to assure their effectiveness.

Please review the attached Policy and Procedure statements in terms of the following questions.

1. Are these the policies referred to in Section 7 (above)?
2. Are there others?
3. Where it says — "Those policies will continue to be implemented and will be reviewed...", what management plan prepared by who would pinpoint that this, in fact, is being done?

Please come prepared to discuss CPS compliance with this Section.

AP/ras

Attachments

cc: Raymond Brokamp

Integrated Education

Quality integrated education is the highest goal of the Cincinnati Public Schools. While this purpose shall remain clear, devices used to achieve this goal may vary with time and circumstances. Whenever a relevant decision is to be made, the potential for achieving integration shall be assigned a high priority.

Adopted: 3/26/73

Grouping

Placement of pupils in the Cincinnati Public Schools into groups or class sections should provide for optimum individual growth and for effective instruction. No child will be placed into any track or stream designed to separate children on the basis of intellectual ability alone.

Grouping within a class and sectioning within a grade in the elementary schools should be flexible enough to allow for alternative strategies which constitute a constructive challenge to the un-realized aims and actual deleterious effects of ability grouping.

Encouragement and support should be provided for the elementary schools to expand their use of alternative strategies for grouping, such as individualized instruction, stratified heterogeneous grouping (e.g. Baltimore Plan), multi-age/multi-level groups, and team teaching with flexible grouping.

Encouragement and support should be provided for the secondary schools to continue curriculum development under the quarter plan. Until the quarter plan is fully operative, assignment of pupils to the various classes should be flexible enough to permit transfer of any individual to another section as the need arises. Moreover all students shall have the right, with parental consent where appropriate, to elect courses at any higher level or track than that to which they have been assigned.

Adopted: 12/11/72
Revised: 9/22/75

School Guidance Services

School guidance services shall be provided for students in kindergarten through the twelfth grade. Guidance services shall include systematic aid to students regarding educational, career, civic, personal and social concerns (including harmful effects of drugs, alcohol and tobacco), and shall be delivered through appraisal, counseling, referral and staff consultation.

The Board of Education recognizes that priorities for guidance and counseling services for students will vary from school to school according to the needs of the students in those schools. Therefore, each school shall develop a written guidance plan based on a needs assessment and student profile for that school. The needs assessment shall include, but not be limited to, identification of high risk and gifted students. A guidance plan shall identify the guidance priorities for the school and specifically how the services will be delivered, i.e. by counseling staff, other staff, or community resources not in the school. The principal of the school shall be primarily responsible for the development and implementation of the guidance plan as he or she is for other elements of the school program. All school staff members are expected to support the school guidance plan and implement the guidance services assigned to them in the plan. When a certificated counselor is assigned to the school, the counselor shall be responsible for implementing the school plan under the principal's supervision.

Goals and objectives for the guidance program shall be included in the school goals adopted each year. The guidance plan, needs assessment and proposed goals and objectives shall be reviewed by the Local School Advisory Committee before adoption by the school.

The central guidance administrative staff shall provide technical assistance to the schools in conducting the annual guidance needs assessment/student profile and in identifying the guidance services which should be considered by the school. The guidance plan for each school and the implementation of the plan shall be evaluated by the central Guidance Department and that evaluation shall be submitted to the appropriate area director for consideration by the Area Director in his or her evaluation of the school principal's performance in the guidance area.

Adopted: 3/8/85

Continuity of Guidance Services

The Cincinnati Public Schools believe in a program of continuous guidance and counseling designed to assist the individual, within the limits of his capacity, to realize his maximum potentiality.

Adopted: 9/22/75

Procedures for Grouping of Students

Grouping may be broadly defined as the vertical organization of students as they move through their school years - most commonly in grade units - and the horizontal organization of a grade level - most commonly in subject units. Placement of students into groups or class sections shall provide for optimal individual growth and for effective and efficient instruction. Grouping practices shall address issues of equity and balance related to race and sex.

Students reflect a range of intellectual development, academic ability, maturity, achievement, experiences, and interests. In any subject area, students of the same age and/or grade level will demonstrate a wide range in skills mastery. Equally important, an individual student may display a range of abilities in different subject areas. When this broad range of individual differences is considered, it is not surprising that selection of any criteria for grouping reduces the variability in the group only imperceptibly.

Grouping, therefore, must be based on some specific goal related to facilitating instruction and implementing curriculum and should consider the most efficient use of time, staff and space. Parameters of race, sex and social inclusiveness must also be considered. Flexibility must be provided in organizational grouping as well as in instructional grouping.

I. ORGANIZATIONAL GROUPING

Within a given school some basis must be formed for assigning students to different groups. Assignment of students must reflect the Policy of the Ohio State Board of Education, and the Policy of the Cincinnati Public Schools.

A. Grouping within Elementary and Middle Schools

Forming groups of students across one or two grade levels allows greater individualization by providing more grouping alternatives. In this type of organization, it is necessary to provide an equal block of time for all classes involved, so that students are instructed in the same subject areas for an equal time allotment. Implementation steps include:

- Form instructional groups from among all students to be grouped.
- Review and adjust groups related to race and sex.

Procedures for Grouping of Students (continued)

- Determine the specific instructional needs for each group.
- Utilize strengths of team members to determine the group for which each teacher is responsible.
- Select materials which meet the needs of individuals within the group.
- Plan a varied approach for instruction utilizing multi-media materials.
- Assess and record student progress.

This type of grouping would likely constitute a "fairly" firm group. There is, however, ample opportunity for regrouping within the class parameter according to one of the criteria in Section II.

B. Grouping within Secondary Schools

In grades 9-12, each course is open to all students who satisfy appropriate prerequisites, as indicated in the curriculum catalog. Counselors and teachers assist students in selection of appropriate courses on the basis of the course description, course prerequisites, the student's past achievement and future plans, and the student's interests. For the Special College Preparatory Program, a qualifying test is administered. Courses in this sequence may lead to Advanced Placement (AP) courses at grades 11 and 12. College texts are used and college credit is possible in AP courses.

Grouping by class and by section shall take into consideration race and sex. Sections shall be balanced by race and sex in relation to the number of students assigned to a course in a given school. Principals, counselors and teachers shall examine the outcomes of the sectioning and scheduling process and make adjustments where necessary.

II. INSTRUCTIONAL GROUPING

All instruction in the school district is based on the approved graded courses of study. Grouping techniques allow the teacher to reduce the range of differences

Procedures for Grouping of Students (continued)

within each instructional unit. Similarity in group composition may be sought on the basis of ability, achievement, special needs of students, interests, or other criteria.

Once a classroom group has been established, the following procedures are recommended.

1. Determine the learning objective(s) for each group.
2. Select materials which meet the needs of individuals within the group.
3. Plan a varied approach for instruction utilizing multi-media materials.
4. Assess and record pupil progress.
5. Regroup.

Various grouping categories exist. All are recommended for use in the district.

A. Skill Grouping

Skill groups are composed of students with the same instructional needs. These groups are formed temporarily until the students' needs have been met. Implementation steps include:

- Diagnosing skill needs with formal and informal assessment.
- Grouping students with the same skill need for instruction.
- Planning instruction incorporating methods and materials that meet various learning styles.
- Providing reinforcement and enrichment activities.
- Reassessment of successive skill needs and regrouping of students as new needs are diagnosed.
- Continuously evaluating student progress.

Procedures for Grouping of Students (continued)

B. Achievement Grouping

Achievement grouping attempts to limit the range of individual differences within an instructional group. In this type of grouping, students at the same instructional level are grouped together for a particular subject area. While they may meet the general instructional level of the group, it is necessary to divide and sub-divide the group to meet individual needs on a continuing basis.

C. Enrichment Grouping

This group is comprised of students who have already mastered the skill being taught. The purpose of the group is to provide experiences for the students to apply previously learned skills or to provide an enriched and extended curriculum.

The activities for these students must be planned to meet the specific objectives. A wide variety of materials should be included to meet various learning styles, increase motivation and broaden experiences.

D. Interest Grouping

An interest group is composed of students with varying abilities who have joined together because of a common interest in a particular learning situation. Increased motivation is its strongest advantage. It is primarily used in social studies or science to enable students of similar interests to plan a project, solve a problem, investigate a topic, or prepare a report.

E. Social Grouping

Social groups permit students to work with other students of their own choosing. This grouping most commonly occurs when forming committees or clubs.

F. Special Grouping

Special recurrent groups may be temporarily formed for specific purposes. These groups can be of various kinds and include the following:

Procedures for Grouping of Students (continued)

- didactic groups for imparting information
- tutorial groups
- discursive groups for free discussion
- brainstorming groups for creative problem solving
- inquiry groups in which students ask questions that lead to discovery
- Socratic groups in which teachers ask questions to help students probe for truth

III. MODELS OF ORGANIZATIONAL GROUPS

1. The "Self-Contained" model. One teacher is assigned a group of students and is responsible for all of the instruction in that group for a full year.

2. The "Cooperative Teaching" model. Two teachers share the responsibility for their combined classes.

3. The "Departmentalized" model. Each member of the staff assumes responsibility for one, two, and sometimes, three subjects.

4. The "Team Teaching" model. Several different kinds of organization are embraced.

   a. In the "Vertical" team structure, several teachers across grade levels form a team with the responsibility for a large group of students. Considerable overlap in student achievement levels permit flexibility in placement within the team.

   b. In the "Horizontal" team or "Graded" team, each team works with students of approximately the same age and/or grade level.

Combinations and modifications of these models exist in the following organizations:

1. Individually Guided Education (I.G.E.) is a multi-unit organization utilizing team teaching.

2. Multi-age utilizes vertical teams at limited grade levels.

Procedures for Grouping of Students (continued)

3. Continuous progress programs emphasize independent study and learning centers.
4. Montessori utilizes multi-age grouping and teaching methods based on the theory of Dr. Maria Montessori.
5. Learning styles group students based on individual learning styles and learning rates through the use of learning centers and multi-media.
6. Individually Prescribed Instruction (I.P.I.) emphasizes learning prescriptions based on need.
7. Modified homogeneous/heterogeneous grouping ordinarily organizes students in heterogeneous classes but reorganizes them into homogeneous groups (across classes) for reading and mathematics based on levels of achievement in these subjects.
8. Non-graded groups students by multi-age/multi-grade according to the skills needed.

Any grouping model if it is to benefit students, must be translated into programs for use at the local school level and must address the learner, the content to be learned, the staff and environmental characteristics.

Systematic efforts should be made to evaluate the cognitive and noncognitive variables that influence the desirability of a given grouping procedure.

The principal is responsible for organizing the school with the recommendation that s/he include members of the staff and instructional supervisors in decisions regarding grouping.

Department/Office Responsible
For Updating and Clarification:
CURRICULUM AND INSTRUCTION

Approved: 1/18/83

APPENDIX I

THE DISTRICT'S FINAL REPORT ON THE LOW-ACHIEVING SCHOOLS EVALUATION WAS NOT AVAILABLE AT THE TIME THIS REPORT WAS ASSEMBLED, BUT MAY BE OBTAINED FROM THE OFFICE OF THE FACILITATOR OR THE EVALUATION BRANCH OF CINCINNATI PUBLIC SCHOOLS AFTER DECEMBER 15, 1986.

APPENDIX J

MANAGEMENT PLAN FOR SETTLEMENT AGREEMENT
1985-86

TIMELINE/FLOW CHARTS

1. Seven-Year Timeline for Settlement Agreement
2. Flow Chart for Developing Alternative Programs
3. Flow Chart for Evaluation of Settlement Agreement Activities

J-2

SEVEN-YEAR TIMELINE FOR SETTLEMENT AGREEMENT

Months								
JANUARY		Board approved programs and sites (1st week)						
		Facilitator began service (1/3/85)	→	→	→	→	→	→
		*Judge issues charge to Communitywide Task Force (1/10/85)						
		Communitywide Task Force meets monthly to review activities surrounding Bronson Settlement Agreement	→	→	→	→	→	→
		Projection of Alternatives issued (1/1)	Priority App. Period (1/1-1/23)	→	→	→	→	
			→	→	→	→	→	
		Priority Application Period (1/1-1/31) 90% racially impacted schools	Sibling App. Period (1/24-2/1)	→	→	→	→	
FEBRUARY	* Agreement reached between NAACP and Cinti. Board of Education/ State of Ohio (2/16/84)	Regular Application Period (2/1-4/30)	→	→	→	→	→	
		Open Enrollment Application Period (2/1-4/30)	→	→	→	→	→	
		Prospectus Screening (Ongoing)	→	→	→	→		
		Screening Decisions (2nd week)	→	→	→	→		
MARCH		New program interest level survey of parents (3/1-4/30)	→	→	→	→		
		Facilitator budget referrud to parties (3/30)	→	→	→	→	→	
APRIL	Alternative Schools Committee convened for 1st time - process for developing alternative programs began (4/26/84)	Collect data from schools on the involvement of students enrolled in schools other than their designated school in extracurricular activities (4/1-8/30)	Report findings of review of CPS policies to assure unbiased placement of students within school buildings (4/1)	Collect data from schools on the involvement of students enrolled in schools other than their designated school in extracurricular activities (4/1-8/30)			Report findings of review of CPS policies to assure unbiased placement of students within school buildings (4/1)	
	Alternative Schools Committee meets monthly to review ideas for new alternatives	→	→	→	→	→		
MAY		Report findings of April interest level survey (5/15)	→	→	→	→		
		New program applications developed (4th week)	→	→	→	→		
JUNE	* Court approval of Settlement Agreement (Consent Decree) (6/20/84)	Monitor number of special student transfers approved (6/1)	→	→	→	→	→	
	* Cinti. housing agencies notified of provisions of Agreement and requested to inform Administrative Research in advance of any proposed action which would have a potential impact on racial isolation in CPS	New program applications presented to Cabinet (4th week)	→	→	→	→		
		State reimbursement to district	→	→	→	→	→	→
								* Court Hearing - Agreement Expires (6/30/91)
	Report on CPS discipline policies (6/30)	→	→	→	→	→	→	
JULY	Administrative Research review of the impact of housing patterns, plans, and issues in Cincinnati	Report on number of special student transfers (7/15)	→	→	→	→	→	
		→	→	→	→	→	→	
Years	1984	1985	1986	1987	1988	1989	1990	1991

* = Significant events - one-time occurrences

J-3

SEVEN-YEAR TIMELINE FOR SETTLEMENT AGREEMENT
(Continued)

Months	1984	1985	1986	1987	1988	1989	1990	1991
AUGUST		Evaluation report on extracurricular activities involvement (8/30)		Evaluation report on extracurricular activities involvement (8/30)				
	Cabinet reviews ideas for extension of existing programs	→	→	→	→	→	→	
		New program applications presented to Board (4th week)	→	→	→	→		
	Committee J meets quarterly (minimum) to review other means for reducing racial isolation	→	→	→	→	→	→	
SEPTEMBER		* Court hearing on dispute resolution (9/85)						
		Evaluation of Low Achieving Schools (9/1-8/15)	→	→	→	→	→	
	Coordinating Committee for Bronson Settlement Agreement meets monthly to review status reports of all components of Agreement	→	→	→	→	→	→	
		Evaluation of Open Enrollment and selected alternative programs (9/1-8/30)	→	→	→	→	→	
		New programs implemented (1st week)	→	→	→	→	→	
		Information on proposed programs shared with: a) principals & LSAC's b) Facilitator and Communitywide Task Force c) community council presidents (1st week)	→	→	→	→		
		Communitywide Task Force, school communities, and community councils may react concerning proposed programs (4th week)	→	→	→	→		
OCTOBER	Superintendent shared Alternative Schools Committee recommendations with Board	Publicity - public hearing (2nd/3rd week)	→	→	→	→		
		Board conducts public hearing on new program recommendations (4th week)	→	→	→	→		
		Process reminder to schools (4th week)	→	→	→	→		
NOVEMBER	Designated community groups reviewed recommendations and reacted	Taeuber Index Reported (1st week)	→	→	→	→	→	
	Cabinet reviewed data; Superintendent made recommendations to Board	Applications for sites due (1st week)	→	→	→	→		
		List of site applicants shared with: a) principals & LS[illegible]s b) Facilitator an[illegible] Communitywide Task Force c) community council presidents (2nd week)	→	→	→	→		
		Communitywide Task Force, school communities, and community councils may react concerning site recommendations (4th week)	→	→	→	→		
		Report findings on racial balance in [illegible]	→	→	→	→	→	
DECEMBER	Board conducted public hearing regarding programs being considered	Superintendent recommends programs and sites to Board (1st week)	→	→	→	→		
				*Midpoint Court Hearing (12/1/87)				
		Board approves programs and sites (2nd week)	→	→	→	→		
		State reimbursement to district	→	→	→	→	→	
	Report on staff racial balance	→	→	→	→	→	→	
Years	1984	1985	1986	1987	1988	1989	1990	1991

* = Significant events - one-time occurrences

Flow Chart for Developing Alternative Programs

Event — **Termination Dates**

1. Any individual or group may submit in prospectus form to the Communications Branch ideas for alternative programs and other methods of reducing racial isolation.

   Ongoing

2. The Communications Branch sorts and forwards the submitted ideas to the appropriate groups:

Designated Group	Ideas
Alternative Schools Committee	new alternative program prospectuses
Cabinet	extension of existing program prospectuses
Superintendent and Assigned Staff (Committee J)	other means of reducing racial isolation

   Ongoing

3. The designated groups:

   a) screen the prospectuses and either

      - recommend the idea for program development;
      - postpone the idea for future consideration;
      - reject the idea with recommendations for modification; or
      - reject the idea with no future consideration; and

   b) correspond in writing with the author(s) of each prospectus indicating the screening decision.

   2nd Week of February

4. The Evaluation Branch or an external agent selected by it may survey as needed parents, LSACs, and community councils to determine the attractiveness of all of the proposed ideas.

   4th Week of April

5. Assigned staff members develop full program applications from the recommended program ideas, with consideration given to the results of survey indicated in #4.

   4th Week of May

6. The designated groups:

   a) screen the developed program applications;
   b) make modifications, if necessary;
   c) present the full program applications to the Cabinet, with site requirements, for review and reaction.

4th Week of June

7. The Superintendent [or his designee(s)] shares with the Board developed program applications with site requirements.

4th Week of August

NOTE: Steps 8-19 below delineate the process to be employed for new alternative programs or extensions of existing alternatives. The development of an appropriate process for handling other means for reconciling racial isolation is at the discretion of the Superintendent and staff.

8. The Superintendent [or his designee(s)] shares information pertaining to the proposed program concepts, site requirements, the process for applying for site consideration, and the timeline for applications with:

   a) principals and LSACs of all schools who then share the information with all parents;

   b) the Facilitator of the Settlement Agreement, who then shares the information with the Communitywide Task Force; and

   c) community council presidents who will be asked to share the information with their members.

1st Week of September

9. The Communitywide Task Force, school communities, and community councils may submit written reactions concerning the proposed program concepts to the Superintendent.

4th Week of September

10. The Cabinet and the Board review all reactions.

1st Week of October

11. Publicity regarding program concepts, including the implications of becoming an alternative school, and the date of the Board public hearing are widely distributed.

2nd-3rd Week of October

12. The Board conducts a public hearing at a special session regarding programs, the basic guidelines and implications of becoming an alternative school, and site requirements.

    4th Week of October

13. Schools are reminded of the process, including the basic guidelines and implications of becoming an alternative school, and deadline for applying for consideration as alternative site.

    4th Week of October

14. Interested school communities through their principals and LSAC may submit an application for site of a proposed program concept to the Superintendent. The application must contain assurances that the community understands the implications of becoming an alternative school.

    1st Week of November

15. The Superintendent [or his designee(s)] shares a complete list of all site applicants with:

    a) principals and LSACs of all schools who then share the information with all parents;

    b) the Facilitator of the Settlement Agreement, who then shares the information with the Communitywide Task Force; and

    c) community council presidents who will be asked to share the information with their members.

    2nd Week of November

16. The Communitywide Task Force, school communities, and community councils may submit written reactions concerning the site recommendations to the Superintendent.

    4th Week of November

17. The Superintendent reviews all reactions and site applications, and makes his recommendations for programs and sites to the Board at a publicized public meeting, having first shared his intentions with the principals of the schools to be recommended and the principals of all schools who have applied and the Facilitator of the Settlement Agreement.

    1st Week of December

18. The Board considers the community reactions and the recommendations of the Superintendent and approves programs, budgets, and sites.

2nd Week of December

19. The Central Office staff, with input from the selected site staff as much as possible, completes the program development.

1st Week of January
through the 4th Week
of August

20. Parents/students may apply to programs in the following sequence:

a) priority period for students from identified racially impacted schools

January 1-January 23

b) priority period for siblings of students currently enrolled in alternatives

January 24-February 1

c) regular enrollment period

February 1-April 30

(Enrollment continues throughout the year. However, parents are encouraged to apply by April 30 so that classes may be scheduled and transportation arranged for the following year.)

21. The site staff, with Central Office assistance, implements the program.

1st Week of September

Approved by Board of Education
October 14, 1985

FLOWCHART FOR EVALUATION OF SETTLEMENT AGREEMENT ACTIVITIES

	Evaluation Task	Start Date	Completion Date	Product
a.	Collect data from schools on student membership by race.	October 1	October 30	Student Membership Report
b.	Compute Taeuber Index for the school year.	November 1	November 15	Taeuber Index Data
c.	Administer the Alternative Program Information Centers.	December 1	June 15	Data on Contacts With Parents & Students
d.	Conduct a survey of parents to determine level of interest in the newly proposed alternative programs.	February 1	April 30	Report On Survey Findings
e.	Monitor and report on the number of special student transfers approved.	June 1	July 15	Data on Student Transfers
f.	Evaluate the low-achieving schools' program.	September 1	August 15	Evaluation Report
g.	Evaluate the open enrollment program.	September 1	August 30	Evaluation Report
h.	Conduct in-depth evaluation studies on selected alternative programs.	September 1	August 30	Evaluation Report on Each Program
i.	Evaluate the alternative schools' program.	September 1	October 1 (for prior year)	Evaluation Report
j.	Analyze the potential impact of new housing plans on racial isolation in the public schools and communicate findings to the agencies involved and to the NAACP.	Ongoing	Ongoing	Summary of Findings
k.	Monitor the involvement of students in a school other than their designated neighborhood school in extracurricular activities.	April 1	August 30	Evaluation Report (1985 and 1987) only

MANAGEMENT PLAN FOR SETTLEMENT AGREEMENT
1985-86

SYSTEM-WIDE GOAL MANAGEMENT PLANS FOR GOALS RELATING TO SETTLEMENT

Goal 2.0 Improve Interracial/Intercultural Understanding

Subgoal 2.01 Alternative Programs and Open Enrollment (including Transportation and Extra-curricular Activities)
2.02 Other Means for Reducing Racial Isolation
2.03 Maintenance of Staff Racial Balance in the Schools
2.04 Unbiased Tests and Policies
2.05 Housing Plans of City
2.06 Implement the Bronson Settlement (including Review of CPS Policies and Procedures to Assure Unbiased Placement of Students Within School Buildings)
2.07 Low Achieving Schools
2.08 Staff Development
2.09 Utilize Community Agencies and Resources
2.10 Increase Board Employment and Business Opportunities for Qualified Minority Candidates
2.11 Conduct Activities to Improve Intercultural and Interracial Understanding in Each School

Goal 6.0 Increase Community Involvement in the Cincinnati Public Schools

Subgoal 6.02 Improve Communications with Parents, Staff, and Community

Task 6.02.12 Increase public awareness of Alternatives and Open Enrollment

Task 6.02.22 Provide information to staff, students, parents, and community about implementation of Bronson Settlement

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-Goal: 2.01 Continue expansion and enhancement of alternative and open enrollment programs

Branch Area: Curriculum and Instruction

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.01.01	Increase the number and variety of alternative programs	.01 Submit proposed 1986-87 programs to Board	Brokamp	8/26/85	8/26/85	
		.02 Conduct Alternative Program Flow Chart activities for program site selection	Williams, Clark	9/3/85	11/22/85	
		.03 Recommend to Board 1986-87 programs, sites, budget	Brokamp	12/9/85	12/9/85	
		.04 Develop/implement approved programs	Clark, Program Developers	1/6/86	8/31/86	
		.05 Conduct recruitment/enrollment campaign	Mitchell, Lewis, Curtis, Information Specialists	12/9/85	8/31/86	
		.06 Conduct Alternative Program Flow Chart Activities to develop 1987-88 alternative programs	Williams, Clark, Lewis	9/3/85	6/30/86	
2.01.02	Increase the number of pupils participating in open enrollment	.01 Distribute Open Enrollment Brochure district wide	Mitchell	11/1/85	2/15/85	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-Goal: 2.01 Continue expansion and enhancement of alternative and open enrollment programs

Branch Area: Curriculum and Instruction

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
		.02 Monitor special recruitment campaign for identified target schools	Clark	1/6/86	6/30/86	
2.01.03	Revise alternative program and alternative procedural manuals	.01 Revise alternative program manual and alternative operation procedural manuals	Clark, Mitchell	9/5/85	2/31/86	
		.02 Print and distribute manuals	Clark, Mitchell	1/3/86	1/30/86	
2.01.04	Strengthen alternative program evaluation procedures; implement in existing and new programs	.01 Determine purpose of program evaluation, format and criteria; determine criteria for selection of programs to be evaluated	Williams, Lewis, Clark	8/1/85	10/1/85	
		.02 Implement new evaluation process in selected existing and new programs	Lewis, Clark	10/1/85	4/30/86	
		.03 Publish evaluation report with recommendations for 1986-87	Lewis	5/1/86	8/30/86	
2.01.05	Provide yearly inservice for alternative program administrators	.01 Make available to administrators changes in programs	Clark, Mitchell, Williams, Lewis	1/6/86	1/30/86	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-Goal: 2.01 Continue expansion and enhancement of alternative and open enrollment programs

Branch Area: Curriculum and Instruction

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
		.02 Distribute quarterly reports to program administrators on their enrollment and Taeuber effect	Mitchell	11/30/85	7/1/86	
2.01.06	Implement alternative recruitment and acceptance procedures	.01 Implement special recruitment campaign for newly approved programs	Mitchell	12/16/85	1/30/86	
		.02 Conduct special priority enrollment period for racially imbalanced schools/pupils	Mitchell, Clark	1/1/86	1/30/86	
		.03 Conduct special priority enrollment period for siblings	Mitchell, Clark	1/20/86	1/31/86	
		.04 Work with alternative/open enrollment programs to develop and implement special recruitment campaign	Clark, Mitchell, Curtis	1/1/86	6/30/86	
		.05 Conduct district-wide enrollment period	Mitchell	2/1/86	7/30/86	
		,06 Communicate alternative program and open enrollment opportunities to the community	Mitchell, Curtis, Lewis, Clark	9/1/85	7/30/86	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-Goal: 2.01 Continue expansion and enhancement of alternative and open enrollment programs

Branch Area: Curriculum and Instruction

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.01.07	Increase public awareness of alternatives and open enrollment	.01 Continue publicity strategies for new 1985-86 programs and racially isolated schools	Curtis	8/1/85	On-going	
		.02 Develop and implement strategies for general publicity of alternative programs	Curtis	8/1/85	On-going	
		.03 Develop publicity strategies for 1986-87 open enrollment recruitment in identified racially isolated schools	Curtis	9/1/85	On-going	
		.04 Develop and implement publicity for individual alternative programs and open enrollment	Curtis	9/1/85	On-going	
		.05 Send alternative applications and information to all parents in priority schools	Mitchell	12/1/85	12/30/85	
		.06 Make personal contacts with parents and students in priority schools	Gladden	1/1/86	1/31/86	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-Goal: 2.01 Continue expansions and enhancement of alternative and open enrollment programs

Branch Area: Curriculum and Instruction

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
		.07 Send information and application to all other parents	Mitchell	1/27/86	1/31/86	
		.08 Make personal contacts with parents and students in remaining schools	dden	2/1/86	6/30/86	
		.09 Develop and implement strategies to increase the number of open enrollment students in selected schools	Clark	1/6/86	6/30/86	
		.10 Send open enrollment information and application to all parents	Mitchell	2/15/86	3/31/86	
		.11 Distribute specific information on open enrollment to students	Gladden	5/1/86	5/30/86	

J-14

August 23, 1985

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 - Improve Interracial/Intercultural Understanding

Sub-Goal: 2.01 - Continue expansion and enhancement of alternative and open enrollment programs

Branch Area: Transportation/Curriculum and Instruction

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.01.08	Identify scope of transportation requirements stated or implied in the settlement agreement	.01 Identify new alternative programs for September implementation	Williams	---	1/1 annually	
		.02 Specify maximum first-year size of each new program	Williams	---	1/1 annually	
		.03 Estimate the number of students to be transported for extracurricular activities	Williams/ Skiff	---	4/1 annually	
2.01.09	Develop contractual agreements with vendors for needed transportation services	.01 Determine type and number of vehicles needed and assign school to a vendor	Skiff	4/1*	4/15*	
		.02 Inform vendors of new vehicular needs	Skiff	4/16	4/20	
		.03 Finalize agreements with vendors	Skiff	4/20	5/30	
2.01.10	Complete arrangements for transportation of students and communicate details to parents	.01 Specify starting times for any new schools or programs	Williams	5/15	5/30	

*Start and completion dates are repeated annually

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 - Improve Interracial/Intercultural Understanding

Sub-Goal: 2.01 - Continue expansion and enhancement of alternative and open enrollment programs

Branch Area: Transportation/Curriculum and Instruction

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
		.02 Enroll students in new programs/schools	Williams	1/1	8/1	
		.03 Present listing of new program/school enrollees to transportation	Williams	6/20	8/1	
		.04 Determine transportation eligibility status of each student in new program/school	Skiff	7/1	7/15	
		.05 Communicate student transportation eligibility status to parents	Skiff	7/1	7/15	
		.06 Prepare bus routes for all affected students	Skiff	8/1	8/15	
		.07 Communicate with administrators regarding the provision of transportation for extracurricular activities	Williams	8/1	8/15	
		.08 Communicate route information to parents, administrators, and contractors	Skiff	8/16	8/27	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 - Improve Interracial/Intercultural Understanding

Sub-Goal: 2.01 - Continue expansion and enhancement of alternative and open enrollment programs

Branch Area: Transportation/Curriculum and Instruction

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
		.09 Identify number of students at each school affected by extracurricular transportation	School Principals	8/15	9/15	
		.10 Communicate number of students needing extracurricular transportation to Transportation Office	School Principals	9/1	9/30	
		.11 Develop plan for meeting transportation needs and secure necessary vendors	Skiff	9/1	Ongoing	
		.12 Implement plans and begin transportation services	Skiff	9/1	Ongoing	

11/13/85

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 IMPROVE INTERRACIAL/INTERCULTURAL UNDERSTANDING.

Sub-Goal: 2.02 Develop recommendations for other means for reducing racial isolation.

Branch Area: Superintendent's Office

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.02.01	Committee J (a subcommittee of the Cabinet) will screen recommendations for other means for reducing racial isolation and make recommendations to Cabinet.	.01 Manage the operations of Committee J	Perkins	8-01-85	7-31-86	
		a. Make all arrangements and chair meetings of committee	Perkins			
		b. Act as recorder	J. Lewis			
		c. Receive from Communications Branch prospectuses of other means for reducing racial isolation	Perkins			
		d. Create and distribute to committee members agenda, along with notification of meeting date, a copy of the minutes of the last meeting, and a copy of all material to be considered	Perkins			
		.02 Screen all materials and make decisions on action to be taken	Committee J	8-01-85	7-31-86	
		a. Recommend the idea for program development				
		b. Postpone the idea for future consideration				

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 IMPROVE INTERRACIAL/INTERCULTURAL UNDERSTANDING.

Sub-Goal: 2.02 Develop recommendations for other means for reducing racial isolation.

Branch Area: Superintendent's Office

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
		c. Reject the idea with recommendations for modification d. Reject the idea with no future consideration				
		.03 Screen the developed programs a. Make modifications, if necessary b. Present the full program recommendations to Cabinet	Committee J	8-01-85	7-31-86	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-Goal: 2.03 Maintain a racially balanced staff in each school.

Branch Area: Personnel

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.03.01	Distribute work force throughout district to provide appropriate models in various positions for students.	Assure that each personnel transaction involving the transfer of teaching staff results in the unit being within the +/- five per cent variance specified by Board policy.	M. Price M. Dantley J. Ireland	Ongoing		
		Monitor placements of leadership personnel and other support personnel, including both civil service and certificated, to achieve maximum desegration within Board of Education and civil service policies and regulations.	F. Orebaugh E. Leslie	Ongoing		
2.03.02	Analyze racial composition of each school's teaching staff to determine amount of variance.	Prepare report showing composition of teaching staff of each school by race.	M. Dantley J. Ireland	10/85	11/85	
		Establish teacher racial balance ratios for 1986-87 school year based on work-force for 1985-86 school year.	F. Orebaugh	11/85	12/85	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-Goal: 2.03 Maintain a racially balanced staff in each school.

Branch Area: Personnel

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.03.03	Review with all principals and branch heads Board policies and administrative procedures governing staff racial balance.	Prepare, schedule and deliver presentations for area meetings and with branch heads as needed.	M. Dantley J. Ireland	2/86	3/86	
2.03.04	Reduce number of schools which are near minimum and maximum variances.	Consult with appropriate principals, supervisors and area directors to bring teaching staff ratios closer to system means.	M. Dantley J. Ireland M. Price	11/85	7/86	
2.03.05	Implement Montessori training program to increase the number of qualified minority teachers for placement at North Avondale and Sands.	Screen new teachers for possible placement in program until maximum enrollment is achieved.	J. Ireland	9/85	Undetermined	
		Consult with representatives from Xavier University to evaluate quality of program and to resolve issues which may arise.	J. Ireland J. Braun	Ongoing		

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 IMPROVE INTERRACIAL/INTERCULTURAL UNDERSTANDING

Sub-Goal: 2.04 Develop and implement a procedure for reviewing system-wide tests for cultural bias.

Branch Area: Evaluation/Testing

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.04.01	Establish procedure to assure that all system-wide testing materials considered for adoption (i.e., CAT, Minimum Competency, Otis Lennon and SCPP) are free of cultural bias.	.01 Conduct literature review on cultural bias in testing	Barbadora	09-01-85	10-01-85	
		.02 Consult with major test publishers' personnel on the topic of cultural bias in testing	Barbadora	10-01-85	12-01-85	
		.03 Adapt and/or adopt suggestions from the literature on how to assure non-bias in testing and share these with Evaluation Branch Director	Barbadora	12-02-85	03-01-86	
		.04 Prepare procedures	Barbadora	03-02-86	03-30-86	
		.05 Obtain approval of Procedures from Assistant Superintendent in Curriculum and Instruction	Barbadora	04-01-86	04-15-86	
		.06 Dissemination procedures	Barbadora	05-01-86	05-07-86	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

trict Goal: 2.0 Improve Interracial/Intercultural Understanding

-Goal: 2.05 - Review and evaluate the impact on racial isolation of proposals of local, state and federal housing agencies

Branch Area: Evaluation Branch

k No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
05.01	Receive and review housing proposals from various housing agencies.	.01 Analyze housing proposals to estimate potential impact on racial isolation	Timmons	Ongoing	Ongoing	
05.02	Communicate findings and conclusions to NAACP representatives and housing agencies	.01 Prepare written summaries of findings and conclusions and send to NAACP representatives and housing agencies	Timmons	Ongoing	Ongoing	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 IMPROVE INTERRACIAL/INTERCULTURAL UNDERSTANDING.

Sub-Goal: 2.06 Implement the Bronson Settlement.

Branch Area: Superintendent's Office

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.06.01	Manage the operations of the Bronson Settlement Coordinating Committee.	.01 Make all arrangements for, and chair, meetings of committee (9 A.M. last Wednesday of each month) a. 12th floor dining room arrangements made with Dr. Holloway's office b. Distribute meeting announcements	Perkins	8-01-85	7-31-86	J-24
		.02 Distribute status reports monthly to: a. Committee members b. Board members c. Cabinet d. Facilitator and Community-wide Task Force members e. NAACP attorney and Cincinnati branch of NAACP	Perkins	8-01-85	7-31-86	
		.03 Act as liaison between Superintendent, community, and various branches implementing the Bronson Settlement	Perkins	8-01-85	7-31-86	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 IMPROVE INTERRACIAL/INTERCULTURAL UNDERSTANDING.

Sub-Goal: 2.06 Implement the Bronson Settlement.

Branch Area: Superintendent's Office

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.06.02	Cooperate with and provide technical assistance to the Facilitator of the Settlement Agreement and the Communitywide Task Force.	.01 Establish regular meeting dates with the Facilitator and through him, with the Communitywide Task Force	Perkins	8-01-85	7-31-86	
		.02 Report on meetings (see .01) to the Superintendent	Perkins	8-01-85	7-31-86	
		.03 Identify with the Facilitator technical needs of his office, as well as those of the Communitywide Task Force, and advise or assist him to accommodate those needs	Perkins	8-01-85	7-31-86	
2.06.03	Prepare an annual "Planning and Budget Document Related to Implementation of the Settlement Agreement."	.01 Collect data from subgoal managers of all components of the Bronson Settlement	Perkins	9-01-85	12-31-85	
		.02 Create necessary documents to present a comprehensive summary of planning and budget related to Bronson Settlement	Perkins	9-01-85	12-31-85	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 IMPROVE INTERRACIAL/INTERCULTURAL UNDERSTANDING.

Sub-Goal: 2.06 Implement the Bronson Settlement.

Branch Area: Superintendent's Office

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.06.04	Monitor the implementation of the Bronson Settlement objectives.	.01 Review and modify, if necessary, CPS policies and procedures to assure unbiased placement of students within school buildings (Section 7 of Bronson Settlement)	Interracial/ Intercultural Understanding Committee (Perkins)	12/85	3/86	
		.02 Report to Superintendent	Interracial/ Intercultural Understanding Committee (Perkins)	4/86	4/86	
		.03 Review all sections of Bronson Settlement Agreement and facilitate compliance	Perkins	Ongoing		

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-Goal: 2.07 Continue implementation of an improvement program for Low Achieving Schools

Branch Area: Resource Planning & Development Branch
John H. Grate, Director

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.07.01	Develop Program Plans	.01 Continue meetings of Steering Committee	Grate	8-19-85	6-25-86	
		.02 Develop school program plans based upon assessed needs	Principals	8-19-85	9-27-85	
		.03 Communicate plans and expectations to staff	Principals	9-03-85	9-27-85	
2.07.02	Implement Staff Development Activities	.01 Assess staff development needs related to development components	Principals, Ahmad	8-19-85	9-27-85	
		.02 Plan and conduct inservice	Principals, Ahmad, and Wernersbach	8-19-85	6-25-86	
		.03 Arrange for consultants and other resources	Ahmad, Wernersbach	8-19-85	6-25-86	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-Goal: 2.07 Continue implementation of an improvement program for Low Achieving Schools

Branch Area: Resource Planning & Development Branch
John H. Grate, Director

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.07.03	Implement Program Components	.01 Provide instructional leadership	Principal, Instructional Leader	8-19-85	6-25-86	
		.02 Implement peer observation and coaching	Ahmad, Principal	9-16-85	5-30-86	
		.03 Implement Open Court Program	Wernersbach, Principal	9-03-85	6-06-86	
		.04 Implement Computer Applications to Learning	Principals, Morgan	9-03-85	6-06-86	
2.07.04	Monitor and Evaluate the Program	.01 Monitor student activities and performance on critical performance behaviors	Ahmad	9-03-85	6-06-86	
		.02 Monitor staff activities and performance related to programs.	Ahmad, McRel	9-03-85	6-06-86	
		.03 Prepare quarterly reports	Ahmad, McRel	10-31-85	7-31-86	
		.04 Evaluate student performance on DSE criteria	Lewis	9-03-85	7-31-86	
		.05 Prepare quarterly and annual report	Lewis	10-31-85	7-31-86	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 IMPROVE INTERRACIAL/INTERCULTURAL UNDERSTANDING.

Sub-Goal: 2.08 Plan, develop, and implement staff development activities to promote interracial understanding and support the Settlement Agreement.

Branch Area: Office: Staff Development

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.08.01	Determine scope of staff development activities needed to support agreement.	.01 Establish communication with alternative office to determine needs from their perspective	J. Braun	July, '85	June, '86	
		02. Participate on Settlement Coordinating Committee	J. Braun	July, '85	June, '86	
		03. Assist schools in planning local school staff development programs related to interracial understanding and the Court Settlement	J. Braun/ C. Yudofsky	July, '85	June, '86	
		04. Support staff development activities in new alternatives, existing alternatives, racially balanced schools, and open enrollment schools	J. Braun/ C. Yudofsky/ N. Colegrove	July, '85	June, '86	
2.08.02	Implement staff support services that support agreement.	01. Establish section of Professional Library in support of agreement	N. Colegrove	June, '85	June, '86	
		02. Assist teachers in the development of instructional materials in LAST schools	N. Colegrove	July, '85	June, '86	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 IMPROVE INTERRACIAL/INTERCULTURAL UNDERSTANDING.

Sub-Goal: 2.08 Plan, develop, and implement staff development activities to promote interracial understanding and support the Settlement Agreement.

Branch Area: Office: Staff Development

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
		.03 Include programs in PGI that support agreement	C. Yudofsky	July, '85	June, '86	
		.04 Plan and implement special workshops as needs indicate	J. Braun/ C. Yudofsky	July, '85	June, '86	
		.05 Identify and purchase resources that support agreement	N. Colegrove/ J. Braun	July, '85	June, '86	
2.08.03	Incorporate appropriate philosophy, content, and activities regarding agreement into established programs and activities.	.01 Include appropriate activities regarding agreement into practicums for new principals, assistant principals, and new assistants and supervisors	J. Braun/ C. Yudofsky	July, '85	June, '86	
		.02 Develop alternative program plan for Crest Hills building	J. Braun/ C. Yudofsky	July, '85	June, '86	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 IMPROVE INTERRACIAL/INTERCULTURAL UNDERSTANDING.

Sub-Goal: 2.09 Utilize community agencies and resources to increase understanding and participation in support of the Settlement Agreement.

Branch Area: Superintendent's Office

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.09.01	Establish relationships with a wide variety of community agencies and resources, and communicate whenever possible the purposes and community involvement needs in support of the Settlement Agreement.	.01 Serve on Boards as CPS representative: a. Cincinnati-Hamilton County Community Action Agency (formerly Community Action Commission - CAC) b. Catholic Inner-City Schools Education Fund (CISE) c. Community Housing Resources Board (CHRB) d. Other	Perkins	8-01-85	7-31-86	
		.02 Serve as member of community groups as CPS representative: a. Women's City Club Education Committee b. Leadership Cincinnati Steering Committee c. Martin Luther King, Jr. Coalition, Inc. d. Other	Perkins	8-01-85	7-31-86	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 IMPROVE INTERRACIAL/INTERCULTURAL UNDERSTANDING.

Sub-Goal: 2.09 Utilize community agencies and resources to increase understanding and participation in support of the Settlement Agreement.

Branch Area: Superintendent's Office

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
		.03 Accept speaking engagements at churches, community council meetings, etc. for the purpose of increasing understanding and participation in the Settlement Agreement	Perkins	8-01-85	7-31-86	
		.04 Attend community meetings as called upon to explain Settlement Agreement and progress	Perkins	8-01-85	7-31-86	J-32

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-Goal: 2.10 Increase Board employment and business opportunities for qualified minority candidates.

Branch Area: Personnel - Business Services

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.10.01	Assure that all Board policies, including the Affirmative Action Program, and administrative procedures and practices related to employment are implemented legally and ethically in a non-discriminatory manner.	Inform all potential recruitment sources of Board's EEO policy and Affirmative Action Program.	Personnel Administrators	Continuous		
		Post laws, regulations and guidelines in or near personnel offices.	F. Orebaugh			
		Provide relevant in-service for personnel staff.	F. Orebaugh and Others			
		Create an environment throughout the employment process which encourages minority candidates to participate.	All Staff			
2.10.02	Recruit on campuses throughout the midwest and southeast that have a significant number of minority and Appalachian candidates and provide all possible opportunities for interviews to minorities and Appalachians on other campuses.	Contact placement directors by telephone and letter advising of campus visits and of interest in minority individuals.	M. Dantley J. Ireland	10/85	5/86	
		Contact affirmative action officers on all campuses on which we recruit to assure that minority candidates are aware of our visit and receive our recruitment materials.	M. Dantley J. Ireland	10/85	5/86	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-Goal: 2.10 Increase Board employment and business opportunities for qualified minority candidates.

Branch Area: Personnel - Business Services

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.10.03	Assure that all employment opportunities which are advertised outside the school system appear in minority publications.	Maintain a current listing of publications which serve significant minority populations.	Personnel Administrators	As vacancies occur		
2.10.04	Participate in effort by Ohio's larger city school districts to recruit more out-of-state minority candidates to teach in Ohio schools.	Attend state-wide meetings, provide recommendations and follow up on suggestions by consortium.	M. Dantley	9/85	6/86	
2.10.05	Consult with various colleges and universities to increase number of minority students in education, particularly in mathematics and science.	Contact college deans and placement officers to encourage additional efforts to recruit minorities.	F. Orebaugh	Ongoing		
		Work with Task Force on the teaching of mathematics and science.	J. Braun	Ongoing		
2.10.06	Encourage referrals from agencies and organizations representing minority groups.	Make agencies such as NAACP, Urban League, Women Helping Women aware of employment opportunities for minorities	Personnel Administrators	As vacancies occur		

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-Goal: 2.10 Increase Board employment and business opportunities for qualified minority candidates.

Branch Area: Personnel - Business Services

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.10.07	Continue to consult with administrators and supervisors to improve work environment for minority employees.	Identify situations which may contribute to minority employees performance issues. Analyze possible causes. Suggest modifications and improvements.	Personnel Administrators	Ongoing		

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 IMPROVE INTERRACIAL/INTERCULTURAL UNDERSTANDING

Sub-Goal: 2.10 Increase Board employment and business opportunities for qualified minority candidates

Branch Area: Personnel - Business Services

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.10.10	Selection of minority architects, engineers and other special consultants.	Identify minority firms that are qualified to provide desired professional services. Invite minority firms to submit proposals for a specific project.	Lane	7/1/85	6/30/86	
2.10.11	Contact as many qualified minority vendors as possible and encourage them to bid.	Follow up leads provided through Minority Business Enterprise Association to encourage minorities to bid competitively on projects and material requirements. Assist minorities in understanding purchasing procedures, Board of Education policies and State law related to formal and informal bids.	Brett	7/1/85	6/30/86	

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 IMPROVE INTERRACIAL/INTERCULTURAL UNDERSTANDING

Sub-Goal: 2.10 Increase Board employment and business opportunities for qualified minority candidates

Branch Area: Personnel - Business Services

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
2.10.12	Increase services provided by minority bus and van contractors for transportation services.	Minority vendors will be considered in the acquisition of new computer hardware and software for yellow bus and van routing.	Skiff	7/1/85	6/30/86	
2.10.13	Provide opportunities for minority employees to gain the skills and abilities needed to pass the managers exam.	Establish classes on volunteer basis for employees who wish to qualify for manager training.	Sakmyster	7/1/85	6/30/86	

1985-86
BRANCH/AREA GOAL MANAGEMENT PLAN

Distrct Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-goal: 2.11 Conduct Activities to Improve Intercultural and Interracial Understanding in Each School

Branch: Curriculum & Instruction

Task No.	Task to Achieve Sub-goal	Sub-task to Implement Task	Person Responsible	Start Date	Complete Date
2.11.01	Conduct a literature review.		W. A. DuPree	9/5/85	9/30/85
2.11.02	Establish a process and criteria for evaluating the implementation of sub-goal 2.11.	2.11.02 01 Generate a suggested list of evaluative criteria that is more reflective of quality integrated education than mere school desegregation.	W. A. DuPree	9/5/85	9/30/85
		2.11.02.02 Facilitate the assignment of an evaluator to the sub-goal 2.11 committee.	W. A. DuPree Joe Gastright	9/30/85	
		2.11.02.03 Develop instruments and procedures for accessing the implementation of sub-goal 2.11 that are aligned with the Design for School Excellence.	Evaluation Branch/Area Directors	10/7/85	
2.11.03	Provide in-service training to principals and staff relative to achieving sub-goal 2.11.	2.11.03.01 Provide teachers with multi-cultural materials/in-service training in multi-cultural education.	S. Williams R. Wernersbach Supervisors Principals	10/30/85	
		2.11.03.02 K-12 Principals' In-service: Creating and Assessing Quality Integrated Schooling	Area Directors	10/30/85	

1985-86
BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-goal: 2.11 Conduct Activities to Improve Intercultural and Interracial Understanding in Each School

Branch: Curriculum & Instruction

Task No.	Task to Achieve Sub-goal	Sub-task to Implement Task	Person Responsible	Start Date	Complete Date
2.11.03 (cont'd)	Provide in-service training to principals and staff relative to achieving sub-goal 2.11. (cont'd)	2.11.03.02 References: 1. A Handbook for Integrated Schooling 2. Resource Book for Quality Integrated Education, CPS 3. Creating Effective Schools - An In-service Program for Enhancing School Learning Climate and Achievement, Learning Publications, Inc., Copyright 1982 2.11.03.03 Provide teacher in-service: Creating and Assessing Quality Integrated Schooling. References: 1. A Handbook for Integrated Schooling 2. Multicultural Calendar 3. Resource Book on Quality Integrated Education, CPS 4. Creating Effective Schools - An In-service Program for Enhancing School Learning Climate and Achievement, Learning Publications, Inc., Copyright 1982	Area Directors	10/30/85	

1985-86
BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-goal: 2.11 Conduct Activities to Improve Intercultural and Interracial Understanding in Each School

Branch: Curriculum and Instruction

Task No.	Task to Achieve Sub-goal	Sub-task to Implement Task	Person Responsible	Start Date	Complete Date
2.11.03 (cont'd)	Provide in-service training to principals and staff relative to achieving sub-goal 2.11. (cont'd)	2.11.03.04 Package & distribute in-service materials for principals/staff in-service.	Jerry Braun Area Directors	10/30/85	
		2.11.03.05 Local school staffs and LSAC evaluation of schools' progress relative to sub-goal 2.11.	Principals	10/30/85	
2.11.04	Establish interschool cross-cultural/interracial student visitation and cultural exchange programs.	2.11.04.01 Identify partner schools to participate in cultural exchange activities.	Principals Supervisors	10/30/85	
		2.11.04.02 Plan, schedule and implement cultural exchange programs throughout the school year.	Principals	10/30/85	

1985-86
BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-goal: 2.11 Conduct Activities to Improve Intercultural and Interracial Understanding in Each School

Branch: Curriculum and Instruction

Task No.	Task to Achieve Sub-goal	Sub-task to Implement Task	Person Responsible	Start Date	Complete Date
2.11.05	Establish and adopt local school philosophies and organizations that support the achievement of sub-goal 2.11.	2.11.05.01 Evaluate the schools' instructional organization (grouping patterns) to determine if equitable in accordance with the objectives of sub-goal 2.11.	Principals		
		2.11.05.02 Prior to the opening of school, devise a plan for home/school (staff) communication.	Principals		
		2.11.05.03 Access barriers to communication and devise action steps to overcome them.	Principals		
		2.11.05.04 Survey LSAC/LSB membership lists to ensure balanced representation of all racial groups.	Principals Diane Skiff Area Directors		
		2.11.05.05 Survey PTA/PTO membership structures and take action steps to both increase membership and proportionate racial participation.	Principals		
		2.11.05.06 Establish racial balance in staffing across school programs and academic disciplines.	Principals Personnel Branch		

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-goal: 2.11 Conduct Activities to Improve Intercultural and Interracial Understanding in Each School

Branch: Curriculum & Instruction

Task No.	Task to Achieve Sub-goal	Sub-task to Implement Task	Person Responsible	Start Date	Complete Date
2.11.05 (cont'd)	Establish and adopt local school philosophies and organizations that support the achievement of sub-goal 2.11. (cont'd)	2.11.05.07 Integrate academic achievement and good race relations as explicit goals for students and staff. (School Management Plans)	Principals		
		2.11.05.08 Establish multi-ethnic/human relations committees as sub-committees of school staffs and LSAC'S.	Principals		
		2.11.05.09 Each school develop a separate management plan tailored to its unique needs for implementing sub-goal 2.11.	Principals		
2.11.06	Establish schoolwide disciplinary climates that support the concepts of parity/equity embodied in sub-goal 2.11.	2.11.06.01 Each school assess by-annually the ratio of punishment (suspensions, explusions, corporal punishment) distributed by race and sex.	Principals		
		2.11.06.02 Area directors review and make recommendations relative to punishment data.	Area Directors		

1985-86
BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-goal: 2.11 Conduct Activities to Improve Intercultural and Interracial Understanding in Each School

Branch: Curriculum & Instruction

Task No.	Task to Achieve Sub-goal	Sub-task to Implement Task	Person Responsible	Start Date	Complete Date
2 11.06 cont'd	Establish schoolwide disciplinary climates that support the concepts of parity/equity embodied in sub-goal 2.11. cont'd	2.11.06.03 Establish schoolwide discipline policies.	Principals		
		2.11.06.04 Establish school contingency plans.	Principals		
		2.11.06.05 Establish student human relations councils as an arm of student government.	Principals		
		2.11.06.06 Conduct in-service for principals on conflict prevention, intervention, resolution, and contingency planning.	Area Directors		
2.11.07	Revise and update curricula to support sub-goal 2.11.	2.11.07.01 Review and assess present curricula in regards to its emphasis on multicultural education and academic appropriateness.	Ruth Wernersbach Shirlee Williams Supervisors		

J-43

1985-86
BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 2.0 Improve Interracial/Intercultural Understanding

Sub-goal: 2,11 Conduct Activities to Improve Intercultural and Interracial Understanding in Each School

Branch: Curriculum & Instruction

Task No.	Task to Achieve Sub-goal	Sub-task to Implement Task	Person Responsible	Start Date	Complete Date
2.11.08	Expand and enhance the recognition and celebration of Black History Month.	2.11.08.01 Establish a central office Black History Committee.	Major McNeil W. A. DuPree Dean Moore Merri G-Smith		
		2.11.08.02 Central office committee plan, organize, and implement program of activities related to black culture/history during the month of February.	Education Center - Black History Committee		
		2.11.08.03 Establish a liaison and coordinate the Education Center's Black History Committee's activities with those of the Cincinnati Historical Society Black History Archives Advisory Committee.	W. A. DuPree Merri G-Smith Don Sowell		

J-44

W. A. DuPree:mh
October 1985

1985-86 BRANCH/AREA GOAL MANAGEMENT PLAN

District Goal: 6.0 INCREASE COMMUNITY INVOLVEMENT IN THE CINCINNATI PUBLIC SCHOOLS.

Sub-Goal: 6.02 IMPROVE COMMUNICATIONS WITH PARENTS, STAFF, AND COMMUNITY.

Branch Area: Communications Branch

Task No.	Task to Achieve Sub-Goal	Sub Tasks to Implement Task	Person Responsible	Start Date	Complete Date	STATUS
6.02.12	Increase public awareness of Alternatives and Open Enrollment.	.01 Continue publicity strategies for new 1985-86 programs and racially isolated schools.	Curtis	8-01-85	7-31-86	
		.02 Develop and implement strategies for general publicity of alternative programs.	Curtis	8-01-85	7-31-86	
		.03 Develop publicity strategies for 1986-87 open enrollment recruitment in identified racially isolated schools.	Curtis	9-01-85	Ongoing	
		.04 Develop and implement publicity for individual alternative programs and open enrollment.	Curtis	9-01-85	8-31-86	
6.02.22	Provide information to staff, students, parents, and community about implementation of Bronson Settlement.	.01 Provide periodic information in Images.	Maue	9-01-85	8-31-86	
		.02 Keep news media informed about progress in Bronson Settlement.	Brunner	9-01-85	8-31-86	
		.03 Continue Communications Task Force containing representation from Communitywide Task Force.	Brunner	9-01-85	8-31-86	

J-46

SETTLEMENT AGREEMENT STATUS REPORTS
9/85 - 8/86

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of August 15, 1986
1. Communitywide Task Force	1a. The Communitywide Task Force met July 7, 1986 with the Public Relations firm they are recommending for Foundation funding to create additional support for the Settlement.
	1b. The Task Force met July 17, 1986 with the Public Relations firm to review their revised proposal.
	1c. The Task Force co-chairpersons presented the firm's revised proposal to the Greater Cincinnati Foundation July 28, 1986.
	1d. The Task Force met August 4, 1986 and appointed a subcommittee to oversee the Public Relations firm's work, and to assure coordination with the Communications Branch.
2. New Alternatives	2a. New alternative programs as of 8/14/86: Shroder, Paideia Black 95 Non-Black 86 Total 181 Roll Hill, Reading/Language Arts Black 172 Non-Black 159 Total 331
3. Existing Alternatives	3a. Total alternative applications received for the 1986-87 school year as of 8/14/86 - 12,868 Acceptance: Black 2,080 Non-Black 2,279 Total 4,359

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of August 15, 1986	
3. Existing Alternatives (Continued)	3a. (Continued)	
	Percent Black Accepted	47.60
	Percent Increasing Taeuber	13.79
	Percent Decreasing Taeuber	30.43
	Percent Neutral Taeuber	55.79
	Approximate Period 1985 - 8/20/85:	
	Total Accepted	4,704
	Black	2,422
	Non-Black	2,282
	Percent Increasing Taeuber	11.42
	Percent Decreasing Taeuber	30.53
	Percent Neutral Taeuber	58.06
4. Open Enrollment	4a. Open enrollment figures show a significant gain at the elementary level and a small increase at the secondary level over 1985 figures.	
	Elementary	
	August 13, 1986	288 black
		14 white
		302 total
	August 7, 1985	150 black
		7 white
		157 total
	Secondary	
	August 13, 1986	368 black
		11 white
		379 total
	August 7, 1985	323 black
		4 white
		327 total

SOS
5/84

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of August 15, 1986
5. Other Means for Reducing Racial Isolation	5a. The Board committee for goals and long range plans has formed a steering committee to assist with the development of a long range plan. 5b. Meetings were held with staff and community members in May, and the information generated has been summarized and reviewed by steering committee members. 5c. Steering committee meetings have been held weekly. Data and information have been discussed concerning the Bronson Settlement Agreement, alternative schools and programs, neighborhood schools, vocational education, at risk students, special education students, and gifted/talented students.
6. Low Achieving Schools	6a. The low achieving schools have successfully completed four weeks of summer school. The program included a combination of instruction and enrichment in basic skills, along with computer literacy. An evaluation report on summer school will be forthcoming at a later date. 6b. California Achievement Test results for the low achieving schools showed considerable growth in the second year of the program. The percent of students at and above national norm for each of two years is presented below.

School	Reading			Math		
	1985	1986	Change	1985	1986	Change
Hays	28.7	35.4	+6.7	48.6	53.7	+5.1
Heberle	32.5	35.3	+2.8	45.4	55.9	+10.5
Heinold	28.9	43.1	+14.2	40.0	52.0	+12.0
Hoffman	43.3	56.3	+13.0	37.9	64.3	+26.4
Rothenberg	27.4	27.2	-0.2	29.6	31.0	+1.4
Washington Park	35.5	40.1	+4.6	39.0	43.8	+4.8
Windsor	24.2	41.7	+17.5	35.0	59.9	+24.9

A more comprehensive report will be developed by the Evaluation branch.

J-49

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of August 15, 1986
7. Staff Development	7a. The following schools have submitted proposals for race relations workshops for the 1986-87 school year: Sands Montessori Hartwell Elementary Dater Junior High Schwab Middle School Pending availability of funds, these proposals meet the necessary guidelines for funding by Staff Development.
	7b. IGE related inservices for Eastern Hills and Heinold have been planned and approved. Funding is pending.
	7c. The following is a list of books and audios that have been purchased for the Professional Library and are available to CPS personnel: Books Brooks, Charlotte, Tapping Potential English and Language Arts for the Black Learner Clark, Reginald M., Family Life and School Achievement--Why Poor Black Children Succeed or Fail PNP Hale, Janice E., Black Children--Their Roots, Culture, and Learning Styles King, Edith W., Teaching Ethnic Awareness--Methods and Materials for the Elementary School Cassettes Knjufu, Jawanza, Developing Positive Self-Images and Discipline in Black Children Knjufu, Jawanza, Conspiracy to Destroy Black Boys
8. Staff Racial Balance	8a. Initiated the annual racial balancing process in compliance with Board policies. It is anticipated that all schools will be in compliance by September, 1986, with the exception of Sands Montessori.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of August 15, 1986 Page 5.
8. Staff Racial Balance (Continued)	8b. Individually consulted with specific principals, supervisors, and area directors whose schools were below minimum racial balance, outlining strategies to improve racial balance. 8c. Evaluated the Montessori Program at Xavier concentrating on the programmatic retention rate of minority participants. 8d. Began organizing a committee whose purpose will be to improve the recruitment of minority teachers to Cincinnati. The Cincinnati Federation of Teachers and other local organizations will be invited to participate.
9. Housing Plans of City	9a. Received notice of the contemplated purchase by CMHA of a house in the North Fairmount attendance area. The establishment of a CMHA unit in the North Fairmount area would likely be harmful to racial balance. 9b. Received notice of the possible purchase of two dwellings in the Quebec Heights attendance area and one in the Carson attendance area. The establishment of CMHA units at these three addresses would likely improve racial balance.
10. Community Education	10a. LSAC Specialists manned displays at the Black Family Coalitions's "Family Fest" and "Day in Eden," distributing literature and talking with the public. 10b. Attended a meeting of the National Council of State Community Education Associations, representing the State of Ohio. 10c. LSAC staff are involved in projects with the Black Family Coalition, East End Service Providers Network, Cincinnati Union Bethel, and the Department of Neighborhood Housing and Conservation.

J-51

SETTLEMENT AGREEMENT STATUS REPORT
Components and Related Matters

Component	Status as of August 15, 1986 Page 6.
11. Publicity and Marketing	11a. Summer newsletters for both Roll Hill and Shroder Paideia were well-received among parents, students, and the community. Parents filtered into Shroder all summer registering for September. FACTline calls concerning registration and summer enrollment were answered much of July and August.
	11b. Began design and development of format for 1987-88 application. Organized program descriptions that will accompany each application.
	11c. Assisted with editing, designing, and printing of Hughes annual report for September distribution. Supplied photos for City-Wide and Computers Unlimited programs.
	11d. Planning Open Day "celebration" kickoff for new alternative at Roll Hill. Working with school's Partner-in-Education, Kenner Toys, to plan an event that will be fun for kids. Publicity will go out to attract the media for a good story on the new alternative for the first day of school.
	11e. Developed overall alternatives publicity plan for 1987-88 school year. It includes distribution of the application, printed materials, AV and video materials, publicity (printed and electronic), public service announcement, more work with Realtors and business personnel offices.
12. Transportation	12a. Now in the process of completing over 700 bus routes.
	12b. Completing the mailing to 22,000 parents with their bus routes and information about when and where to pick up their bus.
	12c. Non-public school routes are starting.
	12d. All contracts have been negotiated.
	12e. Drivers are in training.
	12f. All buses have passed State required mechanical inspection for safety conducted by the Highway Patrol.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of August 15, 1986 Page 7.
12. Transportation (Continued)	12g. Still dealing with school starting time changes.
	12h. Will be re-routing buses somewhere between the third and fourth week of school for pupils not properly enrolled by August 1st.
	12i. Now have two children enrolled in Mt. Washington School who live near Gracely Drive and Meridian Street in Sayler Park.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. No change in status.
14. Discipline Committee	14a. Copies of the fourth quarter and yearly statistical reports on suspensions and expulsions were mailed to committee members on July 9th, 1986.
	14b. Comparative data, by school, for the school years 1985-86 and 1984-85 were contained on pages 13-16 of the yearly report.
15. Unbiased Tests and Policies	15a. No change in status.
16. Unbiased Placement of Students Within Buildings	16a. A process for monitoring the unbiased placement of students within school buildings has been developed and will be piloted during the 1986-87 school year.
17. Information Centers	17a. Information specialists are not scheduled to work on a regular basis during the summer months. Working on a very limited schedule, specialists have made calls to parents of students whose alternative program applications have been rejected. They informed these parents about the open enrollment program. Specialists have also provided assistance to the Roll Hill principal.

J-53

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of August 15, 1986 Page 8.
18. Evaluation of Settlement Agreement Activities	18a. Work has continued on the evaluation of alternative programs, open enrollment, and low achieving schools.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of June 25, 1986
1. Communitywide Task Force	1a. The Communitywide Task Force met June 2, 1986. 1b. The Communitywide Task Force met June 23, 1986. A public relations firm was recommended for Foundation funding to help "mobilize and secure the widest possible support throughout the community for fair and effective performance of the agreement."
2. New Alternatives	2a. The Shroder Paideia staff and John Clark are at St. Johns in New Mexico receiving eight weeks of intensive Paideia training. 2b. Acceptance in new programs for the 1986/87 school year as of 6/23/86: Roll Hill, Reading/Language Arts Blacks 117 Non-Blacks 90 Total 207 Shroder, Paideia Blacks 100 Non-Blacks 90 Total 190 2c. The Alternative Schools Committee met on June 5, 1986 and voted approval of Dr. Dean Moore's School of Commerce prospectus.
3. Existing Alternatives	3a. Total alternative applications received for the 1986/87 school year as of 6/23/86 - 12,017 New pupils accepted for the 1986/87 school year: Blacks Accepted 2,210 Non-Blacks Accepted 2,297 Total 4,507

J-55

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of June 25, 1986 Page 2.
3. Existing Alternatives (Continued)	3a. (Continued) Percent Black Accepted 49.03 Percent Increasing Taeuber 14.27 Percent Decreasing Taeuber 31.33 Percent Neutral Taeuber 54.40
	3b. Cycle III of the application process is underway (May 1 - June 30, 1986). Under Cycle III, only Taeuber decreasing applications and selective Taeuber neutral, such as Roll Hill and Shroder, are released.
4. Open Enrollment	4a. Approvals as of June 13, 1986: Elementary - 237 Secondary - 254 Total - 491 Rejections as of June 13, 1986: Elementary - 169 Secondary - 236 Total 405
5. Other Means for Reducing Racial Isolation	5a. No change in status. Responsibility of Long Range Planning Committee of the Board.
6. Low Achieving Schools	6a. Summer school is underway at all seven low achieving schools. Four of these are dealing with first graders who have failed or are being assigned to the next grade with minimum skills. Three of the four are using Writing to Read as the main program with these youngsters.

J-56

SOS
5/

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of June 25, 1986
6. Low Achieving Schools (Continued)	6b. School budgets are now completed and principals are completing planning efforts for 1986-87. 6c. Teachers and aides from all of the schools experienced two days training in Writing to Read following the close of school.
7. Staff Development	7a. During the month of June, the Staff Development Center personnel culminated a Phase One effort to interview consultants from the local area to conduct race relations workshops for principals in Cincinnati Public Schools. The series of workshops will be held in the 1986-87 school year. 7b. Mr. Clenard Henderson, Jr., from the Henderson Company, was interviewed on June 5, 1986. Dr. William DuPree, the coordinator, requested the Area Directors, Mrs. Vella Ellis, Mr. Frank Fields, and Mr. Thomas Haley, to attend the interview. In addition, the following people were present from the Personnel Department: Mr. Jerry Braun, Mr. Roger Effron, and Ms. Georgetta King. 7c. Western Hills staff members participated in the race relations workshop which completed the three-year staff development thrust. Mr. William Patterson and Ms. Donna Ginn from Tri-Vector, Inc. were the consultants, and Mrs. Barbara Smitherman was the local school coordinator. 7d. Staff Development personnel and Mrs. Kathleen Ware, English Supervisor, are discussing with Mrs. LaVerne Summerlin from the University of Cincinnati the possibility of initiating additional cooperative activities with the Urban Initiatives Project.
8. Staff Racial Balance	8a. No change in status.
9. Housing Plans of City	9a. Received notice of the contemplated purchase of 19 units at 259-269 W. McMicken by the CMHA. These housing units are located in the Heberle attendance area. Since Heberle is only about 28% white, the establishment of CMHA housing in this area would harm racial balance. This information was sent to the CMHA and the City Planning Commission.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of June 25, 1986 Page 4.
10. Community Education	10a. Made recommendations for a district-wide community education program of non-credit classes for adults at the last meeting of the year of the Community Education Committee (funded through a state grant).
	10b. LSAC Specialists met with principals to assess recruitment and training needs. Special attention is being given to racial balance and broad-based participation from various constituencies.
	10c. Plan to exhibit information about the public schools at "Family Fest 2" (July 5), sponsored by the Black Family Coalition, and "All About Kids" (August 22-24) at the Convention Center.
11. Publicity and Marketing	11a. Produced two summer newsletters each for Paideia and Roll Hill programs. Sent to parents of students who have applied and been accepted to sustain interest and encourage summer registration as well as to be used for recruitment. The first newsletter will be mailed the first week in July; the second newsletter will go out the first or second week in August.
	11b. Provided assistance in editing, design, layout, and printing of Student Handbook on behavior and discipline for Sands Montessori.
	11c. Provided assistance (organizing, editing, and design) for Hughes (City-Wide and Computers Unlimited), Rockdale (RAMS), and Roll Hill annual reports.
	11d. Met with publicity director for Sibcy Cline to look at ways they could provide resources (printed materials, video, etc.) to the Cincinnati Public Schools, and ways CPS can continue to inform their real estate agents about alternatives and other options in the district.
	11e. Planning strategies to promote alternatives for the 1986-87 school year, including design of application and program description printed materials.

J-58

SOS
5/

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of June 25, 1986
12. Transportation	12a. Starting times have been established by the school district and distributed to the schools for the 1986-87 school year by the area directors. 12b. Installation of the EDULOG package continues. 12c. A new procedure has been submitted to CAAS on determining starting and ending times and bus arrival and departure times. 12d. A new procedure on pupil misconduct on buses has been approved and is being put into effect.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. No change in status.
14. Discipline Committee	14a. At the present time, the 4th quarter and annual suspension/expulsion reports are being prepared. When completed, they will be sent to members of the Discipline Committee.
15. Unbiased Tests and Policies	15a. No change in status.
16. Unbiased Placement of Students Within Buildings	16a. No change in status.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of June 25, 1986
17. Information Centers	17a. Specialists continued to call parents of black students rejected from alternatives. They have a list of schools open for alternative students and open enrollment students that is used to counsel parents.
	17b. A specialist called each white parent whose child was accepted to Roll Hill to encourage them to go to the school to register their child for the coming school year.
	17c. A specialist will be stationed at Roll Hill the week of June 30th-July 7th to help with registration for the alternative program.
	17d. Office space will be provided at Shroder for two specialists for the 1986-87 school year. This will give us an office on the east and west side as we had in our initial year.
	17e. Summary statistics for the 1985-86 school year indicate that the specialists: - distributed informational materials on alternative programs to over 30,000 students. - discussed alternative programs or open enrollment with over 4,500 parents by telephone. - distributed 3,400 brochures on alternative programs. - distributed nearly 1,600 alternative program applications to parents and students.
18. Evaluation of Settlement Agreement Activities	18a. Participated in meetings regarding summer school programs in low achieving schools.
	18b. Continued work on the evaluation of alternative programs, open enrollment, and low achieving schools.

J-60

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 28, 1986
1. Communitywide Task Force	1a. The Communitywide Task Force met May 5, 1986. Board members Virginia Griffin and Jerry Lawson reviewed the goals and questions for the Long Range Planning Committee and the timeline to plan development.
2. New Alternatives	2a. The Alternative Long Range Planning Committee is meeting on a regular basis to formulate recommendations for 1987-88. The committee will meet again on June 4 with the Superintendent and Assistant Superintendent of Curriculum and Instruction. 2b. Applications accepted for new alternatives: 1. Reading/Language Arts Demonstration Center Total - 82 Black - 51, Non-Black - 31 (as of 5/21 - computer) 2. Paideia Total - 125 Black - 80, Non-Black - 45 (as of 5/21 - computer) 3. Reading/Language Arts Demonstration Center Total - 120 Black - 51, Non-Black - 69 (as of 5/28 - school count) 4. Paideia Total - 162 Black - 90, Non-Black - 72 (as of 5/28 - school count) 2c. John Clark is currently developing a Montessori Middle School and an Elementary Math and Science School, K-6. 2d. John Clark met with the Bond Hill School community to explain the Paideia program and the procedures for applying for an alternative program.

J-61

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component — **Status as of May 28, 1986**

3. Existing Alternatives

3a. Total alternative applications received for the 1986/87 school year as of 5/21/86 - 10,137

Total Black Accepted - 1,880
Total Non-Black Accepted - 1,989

Total Accepted - 3,869

Percent Black Accepted - 48.26
Percent Increasing Taeuber - 14.75
Percent Decreasing Taeuber - 30.38
Percent Neutral Taeuber - 54.87

Total Waiting - 1,312

Total Rejected - 2,284

4. Open Enrollment

4a. Approvals of 5/28/86

	1985-86	1984-85
Elementary	169	81
Secondary	185	218
Total	354	299

Rejections as of 5/28/86

Total 338

Requested Alternative Program - 102
Requested District School - 56
Requested School Not On List - 9

J-62

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 28, 1986 Page 3.
5. Other Means for Reducing Racial Isolation	5a. No change in status. Responsibility of Long Range Planning Committee of the Board.
6. Low Achieving Schools	6a. Principals and the Low Achieving Schools Steering Committee met on May 1, 1986 to review budget projections. Following discussion on each school's plans, meetings were held with individual principals to resolve difficulties. Budgets for individual schools are being finalized and a more accurate project budget is being compiled. 5b. Many teachers from the low achieving schools attended a second Writing to Read Seminar at Douglass School. Based on these meetings and the evaluation of the program all seven of the schools plan to implement Writing to Read in Kindergarten and Grade One during the 1986-1987 school year. 5c. On May 14, 1986 principals, instructional leaders, supervisors and other Central Office staff met to review the 1986 summer school programs and develop evaluation guidelines for the various programs. Evaluation materials integral to the Open Court and mathematics programs used during summer school will provide the major tools to measure progress. 5d. Four of the schools have built into their summer school programs direct intervention activities for first grade students who have failed or have minimal skills for entering the second grade. Three of the schools will implement the Writing to Read Program with these students and follow through to completion at the beginning of the school year. If this approach is successful all schools will move ahead in this manner in 1987.
7. Staff Development	7a. On May 21, 1986 Michael Brandt, Jerry Braun, William DuPree, Robert Evans, and Adoria Perkins met with Herb Herskowitz, a representative from Kent Educational Development Service (KEDS). The meeting was held to gain a detailed understanding of the various functions of the organization and to explore ways in which KEDS can be of service to Cincinnati Public Schools. It was decided that Herb Herskowitz would work with Michael Brandt to discuss and plan an inservice package for Woodward High School's staff.

J-63

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 28, 1986
7. Staff Development (Continued)	7b. The administration at Woodward High School has submitted an inservice proposal to the Staff Development Center. The review of this proposal is currently underway. 7c. Jerry Braun is serving on a Task Force initiated by the administration at Woodward High School. The Task Force will make recommendations to improve racial balance at Woodward and to improve the quality of the CAMAS alternative program.
8. Staff Racial Balance	8a. No change in status.
9. Housing Plans of City	9a. Received notice of proposed CMHA housing acquisition at 2254 Flora Avenue, located in the Heberle Elementary School attendance area. Since Heberle is about 72% Black, the location of a CMHA housing unit at this address probably would be slightly harmful to racial balance.
10. Community Education	10a. A "Community Communications Seminar" was co-sponsored by the Cincinnati Public Schools, the City's Department of Neighborhood Housing and Conservation, and Cincinnati Cable Access Corporation. 10b. Local School Advisory Committees in 71 schools submitted recommendations concerning their 1986-87 budgets. 10c. The Community Education Committee met to analyze results of the telephone survey completed this month. Of the total 425 respondents, 405 answered this item positively: "The Cincinnati school system may soon be offering non-credit courses for adults on special interest topics. Do you feel this is a good idea?"

J-64

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 28, 1986
11. Publicity and Marketing	11a. Advertised Roll Hill Open House by sending notices and posters to pre-schools and 9,000 invitations to targeted families.
	11b. Developing two summer newsletters for those who have applied to Roll Hill and Paideia and targeted families to retain interest in the programs throughout the summer.
	11c. Assisted in planning and conducting of parent meetings for Paideia.
	11d. Placed an ad in the Cincinnati Women's Choir-Muse program for their annual concert.
	11e. Received media coverage on City-Wide press conference in Mayor's office from Enquirer, Post, four-five local radio stations, Channels 5 and 12 TV coverage.
	11f. Met with Cleveland Public School officials to share marketing efforts on our alternative programs and prepared packets for Director of Alternative Programs to take to national convention on magnet schools in Milwaukee.
12. Transportation	12a. On Friday, May 9, extracurricular transportation was implemented at CAPE, using four buses. Due to a low ridership, this service was cancelled as of Tuesday, May 27.
	12b. The Transportation Branch continued the process of determining cost of transportation based on opening and dismissal requests by local schools. Final determination is made by Curriculum and Instruction and should occur soon.
	12c. The Transportation staff continues to check and validate street address information that is a part of the new computer stop assignment and routing package.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 28, 1986
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. No change in status.
14. Discipline Committee	14a. No change in status.
15. Unbiased Tests and Policies	15a. No change in status.
16. Unbiased Placement of Students Within Buildings	16a. No change in status.
17. Information Centers	17a. Specialists spent this month making 2,655 calls to parents of white students regarding the Roll Hill Reading/Language Arts Program. They mailed out 503 Roll Hill applications, 356 brochures, and 139 invitations. 17b. Approximately 187 people expressed interest in the program. 17c. Specialists attended the Roll Hill Open House on May 21, and distributed applications to interested parents. 17d. Specialists delivered Roll Hill handouts to a day care center.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 28, 1986
18. Evaluation of Settlement Agreement Activities	18a. Participated in planning meetings regarding potential new alternative programs.
	18b. Collected and summarized evaluation data for the IGE program evaluation. Conducted the final evaluation team meeting for this program.
	18c. Continued work on the evaluation of open enrollment and alternative programs.
	18d. Distributed a survey to former graduates of high school alternative programs.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 30, 1986
1. Communitywide Task Force	1a. The Communitywide Task Force met April 7, 1986. The letter to be sent to PR agencies, consultants, etc. seeking proposals for the Greater Cincinnati Foundation grant was given to Dr. Evans for mailing. A deadline of June 2 was established. A comprehensive presentation on pupil transportation was made by Mr. Harry Skiff.
2. New Alternatives	2a. An Open House for promoting the Roll Hill Reading Language Arts Demonstration Center has been scheduled for May 21, 1986 from 6:45 to 8:30 p.m. Channel 12's Rob Braun will speak and will have a camera crew there. He will have a spot on the 11 o'clock news that night.
	2b. John Clark, Sandra Sommers (Sands), Melody Dacey (North Avondale), and a Sands' teacher are visiting Cleveland and Buffalo on May 1 and 2 as part of an effort to develop a Montessori Erdkinder proposal for consideration as a 1987-88 alternative.
	2c. Dean Moore presented a prospectus for a School of Commerce (senior high level) to the Alternative Schools Committee on April 24. However, a quorum was not present for the prospectus to be approved. Dr. Moore was encouraged, however, by those present to continue development of the prospectus and addressed questions asked of him during the presentation. The Alternative Schools Committee will be reconvened on May 15 to reconsider Dr. Moore's prospectus.
	2d. The Long Range Planning Committee has reconvened to consider plans for the 1987-88 school year. Several assignments were given to members to explore for that plan. The Committee meets again on May 1.
	2e. On April 9 an Open House for the Paideia School was held at Shroder Junior High School. Dr. Nicholas Caputi, Director of Curriculum and Instruction for the Oakland School District, a member of Mortimer Adler's Paideia group, and the principal of the first Paideia School in the United States, was the featured speaker. The Open House was well attended, attendees numbering approximately 125 excluding school personnel. Besides the contributions of the Communications Branch, the Evaluation Branch, and the Alternative Schools Office, the Shroder LSAC was instrumental in making the Open House a success.

SOS
5/

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 30, 1986
2. New Alternatives (Continued)	2f. On the weekend of April 18 to 20, seven members of the Cincinnati Public Schools' staff attended a Paideia Conference held by Mortimer Adler in Chicago, Illinois. Cincinnati was asked for its Paideia schedule to publish in the "Paideia Bulletin," which is distributed to the 20 to 30 schools currently in the Paideia network. Dr. Adler's office is requesting a second article from Cincinnati on the community role in developing a program. This article should be published in the fall of 1986.
3. Existing Alternatives	3a. Total alternative applications received for the 1986/87 school year as of 4/25/86 - 9,092 Total Black Accepted - 1,538 Total Non-Black Accepted - 1,654 Total Accepted 3,192 Percent Black Accepted - 48.18 Percent Increasing Taeuber - 15.4 Percent Decreasing Taeuber - 30.45 Percent Neutral Taeuber - 54.14 Total Waiting - 1,009 Total Rejected - 1,542 Application process ends on April 30, 1986 (Cycle I & II). Cycle III starts May 1, 1986 (only Taeuber Decreasing and Neutrals will be considered).
4. Open Enrollment	4a. Open Enrollment figures: Approvals (as of April 29, 1986) Elementary - 112 Secondary - 133 TOTAL 245 Approvals (as of April 24, 1985) Elementary - 33 Secondary - 130 TOTAL 163 Rejections (as of April 29, 1986) Elementary & Secondary - 266 TOTAL

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 30, 1986 Page 3.
5. Other Means for Reducing Racial Isolation	5a. This task has been given to the Board's Long Range Planning Committee.
6. Low Achieving Schools	6a. The low achieving schools have spent the month of April identifying needs, developing goals, and projecting budgets for 1986-87. The schools are also in the final stages of planning for 1986 summer school. 6b. On April 9 low achieving schools attended a Writing to Read seminar conducted by IBM. At the seminar, a teacher and principal from Toledo Public Schools presented the philosophy and theory of Writing to Read and cited examples of its use in Toledo Public Schools. The National Writing to Read results developed by Educational Testing Services were also presented. A number of the schools are planning to implement the program as part of their writing and reading thrust for Kindergarten and first grade starting in summer school this year.
7. Staff Development	7a. Dr. Howard Johnston will present Part II of the workshop on "An Agenda for Excellence at the Middle Level." One of the main topics is Managing the Culture of the School. The workshop will be held on May 7, 1986 at Crest Hills Middle School. 7b. Dr. Johnston will do a twelve-hour summer middle school workshop during the week of June 23-27, 1986. 7c. Tri-Vector Inc. will facilitate the second Education Center and Iowa Street administrative workshop on Interracial and Intercultural Relations: Staff Development Center May 28, 29 & 30, 1986 Twenty Participants. 7d. A comprehensive ERIC search has been done on topics related to Vocational Education and the Minority Child, as well as other related topics: "Dropouts: A Review of Literature"

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 30, 1986 Page 4.
7. Staff Development (Continued)	7d. (Continued) "Report No. 4 to the United States District Courts, District of Massachusetts on Boston School Desegregation Vol. I, II" "Kentucky's Children at Risk: The Inequities in Public Education" "Maintaining Effective Classroom Control in Vocational Education."
8. Staff Racial Balance	8a. No change in status.
9. Housing Plans of City	9a. Received notice of three proposed CMHA housing acquisitions. 1. One proposed acquisition was in the Rockdale attendance area (2 units) and would likely be harmful to racial balance. 2. The second proposed acquisition was in the Roosevelt attendance area. This acquisition would not be harmful to racial balance in elementary schools, but could be harmful at the secondary level where the assigned schools are Merry and Hughes. 3. The third proposed acquisition was in the Kirby Road/Chase attendance area. This acquisition probably would not be harmful to racial balance.
10. Community Education	10a. The LSAC staff attended over 25 school and community meetings during the month. 10b. One month past the deadline, all schools' goals had been received by James Morgan, and were being categorized by area. 10c. Met with representatives from the City's Department of Neighborhood Housing and Conservation and Cincinnati Cable Access Corporation to plan for a "Neighborhood Communications Seminar" for a Saturday in May. 10d. Organized and planned a meeting for LSB Contacts, where Daryl Sawyer updated these volunteers on the budget process. Contacts will assist in delivering 1986-87 school budgets during the last week of April.

J-71

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 30, 1986
10. Community Education (Continued)	10e. LSAC Specialists attended high school career day activities, met with the Black Family Coalition, served on the Education Committee of the Coalition of Neighborhoods, attended the city-wide "Children Having Children" workshop. 10f. Met with the LSAC Steering Committee, where it was decided not to convene the group again until next fall. 10g. Participated with others from the Cincinnati Public Schools in the "Cheers for Volunteers" annual parade and awards program, sponsored by the Voluntary Action Commission. 10h. Participated in a two-day training workshop for the state-wide Community Education Technical Assistance Network (CETAN). 10i. A total of 33 attended the LSAC Training session, "Using Community Resources," representing 22 schools. 10j. Convened the Community Education Committee (state grant) twice, during which time the community needs survey was discussed and distributed. A total of 400 telephone surveys are being completed, which deal with the degree of interest in non-credit courses for adults.
11. Publicity and Marketing	PAIDEIA 11a. Features on Paideia, including interview with guest speaker Nick Caputi, appeared in Enquirer, Post, and Images. 11b. Reprinted 3,000 brochures with application. 11c. Received requests, in response to a letter from the superintendent, to make presentation about Paideia during April or May agendas to the following community councils: California, Pleasant Ridge, Kennedy Heights, Westwood, Madisonville, Northside, College Hill, South Fairmount, and Sedamsville.

J-72

SOS
5/

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 30, 1986
11. Publicity and Marketing (Continued)	ROLL HILL READING/LANGUAGE ARTS DEMONSTRATION CENTER
	11d. Developed slide show. Took slides at Douglass, Woodford, and SCPA and selected slides for two-projector show. Selected music. Contacted and completed narration by Robin Wood.
	11e. Planned open house for May 21, 1986. Rob Braun will be the guest speaker. WKRC-TV will give media coverage that night.
	11f. Developed invitation to be mailed to 8,500 families who received brochure and application six weeks ago.
	11g. Plan to place ads in local targeted newspapers and possibly buy radio spots with some donated public service time. Will also make other media contacts.
	OTHER
	11h. Met to plan the announcement of the September opening of the program's new concept "Law, Government & Communications Academy." Press conference is scheduled for May 15.
	11i. Met with alternative information specialists to keep abreast of their resource and communications needs.
12. Transportation	12a. Harry Skiff, Director of Pupil Transportation Branch, made a presentation at the Communitywide Task Force meeting.
	12b. Extracurricular transportation for CAPE on yellow buses is being arranged at this time.
	12c. The second informational training session for the Transportation Staff by the Education Logistics Company (EDULOG) was accomplished the week of April 21, 1986.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 30, 1986
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. 1984-85 Settlement Information Extracurricular Activities Study by Betty Elsey: Conclusion. It would appear that black students were slightly overrepresented proportionally (63%) among all extracurricular activity participants, as well as among the two subgroups, neighborhood (69% of the participants were black) and transfer students (57% of the participants were black). Therefore, the alternative school program has not produced any disproportionate limitations on black participation in extracurricular activities. Although there are some fluctuations in the racial representation within certain activity categories, the overall racial representation in activities matches rather well the enrollment's racial balance. Summary. This study was undertaken to explore the extent to which the students not in their districted schools were participating in extracurricular activities. The racial balance in those activities for both neighborhood and transfer students was also considered. Since the study indicates that transfer students are more active in extracurricular activities than neighborhood students, no matter what pupil enrollment options were present at a school, and that black students are slightly overrepresented at both neighborhood and alternative schools, no procedures are required at this time to alter participation levels. It is recommended, however, that this study be repeated occasionally to monitor the participation levels in extracurricular activities and to assure that alternative students as well as neighborhood students, black and non-black, take active roles in all aspects of school life.
14. Discipline Committee	14a. Committee members met with Dr. Holloway and John Concannon of the City Solicitor's office on April 15 and reviewed Policy 5113.2 Code of Suspension, Expulsion, and Removal of Students. A minor revision was recommended in the suspension and/or expulsion category. 14b. Copies of the 3rd quarter suspension/expulsion report were sent to committee members.

J-74

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 30, 1986
15. Unbiased Tests and Policies	15a. No change in status.
16. Unbiased Placement of Students Within Buildings	16a. A report will be submitted to the Superintendent before the end of the school year.
17. Information Centers	17a. Specialists spent this time period making phone calls and student presentations. 17b. Specialists called 1,006 homes about the Paideia Critical Thinking Skills program. Specialists worked at the Paideia Open House by explaining key components of the curriculum. 17c. Specialists made presentations at Whittier, Oyler, Sayler Park, Covedale, and Carson about the Roll Hill Reading Language Arts program. They saw 880 students and gave out 1,995 Roll Hill flyers. 17d. Specialists called 210 parents of Black students rejected from alternative programs. One hundred twenty-one of these parents expressed a willingness to complete an application for a new program. Some parents said their children had already been accepted in other programs, and some parents were frustrated at having been rejected so many times. 17e. Specialists made or received 114 phone calls, had 10 conferences, and handed out 67 applications and 98 brochures. 17f. Specialists attended the Shroder Parent/Community meeting and made a presentation on Paideia at the College Hill Community Forum.

J-75

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 30, 1986
18. Evaluation of Settlement Agreement Activities	18a. Continued work on the evaluation of IGE and Computers Unlimited programs.
	18b. Attended an Alternative Schools Committee meeting.
	18c. Distributed copies of the report on extracurricular activities.
	18d. Submitted a report on parent attitudes in low achieving schools.

SETTLEMENT AGREEMENT STATUS REPORT
Components and Related Matters

Component	Status as of March 26, 1986
1. Communitywide Task Force	1a. The Communitywide Task Force met March 3, 1986.
2. New Alternatives	2a. Mrs. Rosa Blackwell and Mr. Robert Suess have been appointed as principal and assistant principal of the Paideia program.
	2b. Mrs. Maude Thompson and Mr. Bruce Chamberlain have been appointed principal and consulting teacher for the Roll Hill Reading/Language Arts Demonstration Center. Midway through the 1986-87 school year, Mr. Chamberlain's time will be divided between Roll Hill and Douglass sites.
	2c. An open house for the Paideia program has been planned for April 9. Dr. Nicholas Caputi, from the Oakland, California, Unified School District, will be the featured speaker.
	2d. John Clark has made ten recruitment presentations to 6th grade students at selected schools and to the Pleasant Ridge Community Council.
	2e. John Clark and three persons from the two Montessori schools will visit Cleveland and Buffalo in April as part of the preparation for the Montessori Erdkinder prospectus development.
	2f. Dean Moore is preparing a prospectus on a high school School of Commerce.
3. Existing Alternatives	3a. Total alternative applications received for 1986/87 school year as of 3/25/86 - 6,421 Total Non-Blacks accepted 845 Total Blacks accepted 817 Total Accepted 1,662 Percent of Blacks accepted 49.16 Percent Increasing Taeuber 14.68 Percent Decreasing Taeuber 29.84 Percent Neutral Taeuber 55.48

J-77

SOS
5/84

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 26, 1986 Page 2.
3. Existing Alternatives (Continued)	3b. Principals of each alternative program receive a weekly status report for their program. Personal comments regarding their acceptances and Taeuber Index are also attached to the report.
4. Open Enrollment	4a. Open Enrollment figures: Approvals (as of March 26, 1986) Elementary - 37 Secondary - 45 TOTAL 82 Rejections (as of March 26, 1986) Elementary - 72 Secondary - 94 TOTAL 166
5. Other Means for Reducing Racial Isolation	5a. This task has been given to the Board's Long Range Planning Committee.
6. Low Achieving Schools	6a. Principals and the Steering Committee for Low Achieving Schools met on March 20, 1986. The group reviewed activities underway at each school in relation to expectations for improvement in Reading and Mathematics achievement test scores. The volunteer activities at Windsor School were especially notable. Included in their efforts are Saturday enrichment programs, afternoon tutoring in basic skills, noon hour peer tutoring, and evening programs for parents on assisting their children with school work.
	6b. Projected budgets were provided to each school to further the program planning process for 1986-87 school year. The budget projections were based upon a set allocation for an instructional leader and a summer school program in each school plus $102 for each pupil to be enrolled in 1986-87. The pupil projected allotment figure will be finalized in April.
	6c. Principals working with staff and the LSACs are to identify program needs for next year and present a draft budget at the next meeting of the Steering Committee.

J-78

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component | **Status as of** March 26, 1986

7. Staff Development

7a. Western Hills High School is having its fourth Race Relations Workshop on April 24, 25, 26, 1986. After this workshop is completed, one hundred staff members will have participated in the twenty-hour workshops. Mr. William Patterson and Ms. Donna Ginn are facilitators for this workshop.

In addition, three years ago Tri-Vector Inc. trained the Staff and Student Development Committee at Western Hills to provide skill development for students in race relations. This committee modified the training packet prepared by Tri-Vector to meet the needs of their students and periodically held student seminars. On March 1, 1986 the committee held an Intercultural Seminar for a different group of one hundred students. Athletic and academic student leaders were chosen by school sponsors to attend this seminar. John Conyers, U.S. House of Representative from the state of Michigan, was the keynote speaker. Large and small group sessions were strategies used to impart information and to facilitate discussion. A management plan was developed by the attending students as a means of reinforcing the skills identified as outcomes of the seminar.

J-79

7b. To meet the increasing requests from school administrators to provide trainers in race relations for their staffs, the Staff Development Office has been actively interviewing to find additional local consultants with expertise in race relations. Clenard C. Henderson and Company has been interviewed and will be retained as a facilitator in the future.

7c. Dr. Monty Whitney, Director of the Cincinnati Human Relations Commission, will be the consultant for a race relations workshop to be held at Sands Montessori.

7d. The following is a partial list of books that have been ordered for the Professional Library:

Toward A Strategy For Urban Integration
Ford Foundation 1982

Children At Risk
Schocken 1978
Crow, G.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 26, 1986
7. Staff Development (Continued)	7d. (Continued) Beyond Busing; Inside The Challenge To Urban Segregation University of Michigan Press 1985 Dimond, P. Teaching Ethnic Awareness Goodyear 1980 King, E. The Behavioral Intervention Manual Basic Book Inc. 1985 McCarney, S. A Semblance Of Justice; St. Louis School Desegregation 1985 Monti, D.A. The Burden Of Busing; The Politics Of Desegregation In University of Tennessee Press 1985 Pride, R. Meeting The Challenge Of A Nation At Risk USA Research 1984
8. Staff Racial Balance	8a. No change in status.
9. Housing Plans of City	9a. Received notice of a proposed CMHA housing acquisition located in the South Avondale attendance area. Since South Avondale has only one white student, the establishment of a CMHA unit in the area would probably further harm racial balance.

J-80

SOS
5/84

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 26, 1986
10. Community Education	10a. The LSAC staff has been supporting the local school goal setting process, attending 20 LSAC meetings in the past month.
	10b. Held a meeting of the LSB contacts to discuss the support they should be providing to schools as they go through the goal setting process.
	10c. The LSAC specialists participated in "Neighborfair," manning the district's booth and distributing information.
	10d. Met with the Community Education Committee (established with state grant monies) to receive survey forms, and rehearse administration of the community needs assessment telephone survey.
	10e. The LSAC Coordinator is serving on the ABE/GED Advisory Committee.
	10f. The Price Hill Area LSAC continues to meet. A Steering Committee has been formed to provide direction for the group.
	10g. One of the specialists helped the North Fairmount LSAC plan and inform surrounding communities of a special meeting concerning the settlement.
	10h. A specialist continues work with the Urban Appalachian Council, helping to plan and implement a workshop for staff, which took place at Peoples.
	10i. Other LSAC specialist activities include: assisting the Porter parent group to publish a newsletter, working with the Black Family Coalition to plan and announce a play ("Ritual Murder") presented at Crest Hills by Central State University students, distributing food at a co-op, and helping Windsor plan and promote "Parent Activity Nights" which will be held on Thursdays during the end of March a [illegible] first of April.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 26, 1986
11. Publicity and Marketing	PAIDEIA 11a. Produced invitation for April 9 Open House with cooperation of Fifth/Third Bank representative. Distributed to: all students/families who received Paideia brochure, Shroder LSAC, all sixth graders who see Alternative School Office presentation on Paideia, Walnut Hills 7th and 8th graders. 11b. Planned a media briefing and news conference with Nick Caputi, speaker at Open House. 11c. Developed newspaper ads on Open House to appear in Price Hill Press, Western Hills Press, Eastern Hills Journal, Forest Hills Journal for the two weeks of March 26 and April 2. 11d. Created radio advertisements for the Open House and the Paideia program in general to be placed on stations with specific demographics. 11e. Sent PSAs and News Releases on Open House. 11f. Sent letter from the Superintendent to Community Council presidents to be part of their March or April agendas to introduce Paideia to their community. Will show slide show and answer questions about the program. Have received calls from six interested communities. 11g. Completed slide/tape presentation for use by the Communications Branch, Alternative Information Specialists, Alternative Program Office, and the Shroder LSAC. DISCOVER ADVENTURES IN LEARNING 11h. Gave a 30 minute presentation on alternatives to 25 realtors at Sibcy-Cline on Chester Road. 11i. Continuously ran show at CASE March 19 Realtors' Open House.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 26, 1986 Page 7.
11. Publicity and Marketing (Continued)	OTHER 11j. Took slides of students working in renovated facilities at Computers Unlimited for recruitment purposes and possible development of slide/tape show. 11k. Completed producing Chase slide/tape show--script, sound track, slides. Will be used as informational piece on the school as well as to recruit students. 11l. Produced a two-page ad on the school for Clifton Living magazine (April 21, 1986) as part of a community-wide recruitment plan. Additional copies with added copy and photos front and back will be printed for use in the community. 11m. Distributed Roll Hill Reading/Language Arts brochure to over 8,000 targeted families. 11n. Feature article on alternatives appeared in: 1. Sibcy-Cline's newsletter and 2. Cincinnati Scene, published by Cincinnati Bell, in their first issue, distributed to families moving into or relocating within Cincinnati.
12. Transportation	12a. The contract negotiations between the Southwest Ohio Regional Transportation Authority (SORTA) and the Transit Union were settled on Friday, February 28, 1986, thus averting a possible driver strike. 12b. Fourth quarter passes have been printed and distributed to all schools. This quarter 20,580 passes were generated. 12c. The Pupil Transportation Branch has received the requested opening and dismissal times from the local schools. The Branch is reviewing these requests at this present time. 12d. The Cincinnati Public Schools and Queen City Metro have agreed to procedures that will restrict the use of student Metro passes in the downtown core area. Final details for implementation are being discussed at this time.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 26, 1986
12. Transportation (Continued)	12e. The first training session for the Transportation staff by the Educational Logistics Company (EDULOG) was accomplished the week of March 10, 1986. 12f. The Program and Personnel Committee of the Board held a meeting on Wednesday, February 26, 1986, to discuss behaviors of students on buses. The ultimate goal is to devise recommended administrative procedures for pupil management during transportation. These procedures will be presented to the total Board later this Spring.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. Raymond Brokamp, Shirlee Williams, Lynn Goodwin, and Joseph Bell met about 1986-87 criteria for extracurricular busing. Mr. Brokamp will meet with Mr. Skiff to establish final criteria. Busing will be provided at the secondary level only.
14. Discipline Committee	14a. No meetings were held this month. 14b. Dr. Holloway has scheduled a meeting of the Committee for April 15 to review the Code of Suspension-Expulsion policy. 14c. On March 14 a letter was sent to all Committee members responding to two questions raised at the February 11 meeting. Mr. Finke, principal at Western Hills, indicated that in previous years many suspensions at Western Hills were the result of students not serving detentions. This year virtually all of those students serve their time in the in-school suspension class funded by Bronson Settlement funds. Suspension figures were reviewed for Woodward and Withrow High Schools which house the CAMAS and International Studies Academy programs respectively. The suspension rate at Woodward, excluding CAMAS students, was approximately 26% the first semester. The suspension rate for CAMAS students was approximately 4%. The suspension rate at Withrow, excluding International Studies Academy students, was approximately 25%. The suspension rate for International Studies Academy students was approximately 3%.

J-84

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 26, 1986
15. Unbiased Tests and Policies	15a. No change in status.
16. Unbiased Placement of Students Within Buildings	16a. The Coordinating Committee for Cincinnati Public Schools System-wide Goal 2.0, "Improve Interracial/Intercultural Understanding," looked carefully at subtask 2.06.04.01, "Review and modify, if necessary, CPS policies and procedures to assure unbiased placement of students within school buildings." The decision was made to examine actual practice with the placement of students; then move to a revision of policies, if needed. In line with this decision, seven factors are being examined for racial composition: 1. Academic and achievement grouping 2. Homeroom 3. Program grouping 4. Extracurricular activities 5. Special Education 6. Vocational Education 7. Student leadership A report will be submitted to the Superintendent before the end of the school year.
17. Information Centers	17a. Specialists worked at the Neighborfair the week of March 3rd, 1986. 17b. Specialists assisted the RAMS program by delivering flyers highlighting their Open House to western area schools. 17c. Specialists delivered the new Paideia brochures to western area schools. 17d. Specialists worked at the CASE Realtors' Open House held at Roselawn/Condon School on March 19, 1986. 17e. Specialists began calling parents of students rejected from alternatives. They encouraged parents to make a second application to an alternative for which they are more likely to be accepted. They made 273 rejection calls and had 150 positive responses.

J-85

Component	Status as of March 26, 1986
17. Information Centers (Continued)	17f. A specialist attended the North Fairmount LSAC meeting.
	17g. Specialists have helped deliver flyers for the Spanish Bilingual program at Swifton.
	17h. A specialist is working with the principals of Roll Hill and Shroder to assist them where possible.
	17i. Specialists made 210 calls, had 10 conferences, and 7 meetings with 216 in attendance.
	17j. Specialists made student presentations at Douglass, Schwab, Gamble, and Roll Hill. They saw 1,230 students and left 2,928 handouts.
	17k. Specialists gave out 293 applications and 248 brochures.
18. Evaluation of Settlement Agreement Activities	18a. Continued work on the evaluation of IGE and Computers Unlimited.
	18b. Participated in planning meetings for the new Roll Hill and Shroder alternative programs.
	18c. Met with the LSAC Coordinator to discuss an evaluation plan for LSAC activities.
	18d. Conducted a number of special studies pertaining to alternative schools.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 26, 1986
1. Communitywide Task Force	1a. The Communitywide Task Force met February 3, 1986 and heard from CFT President Thomas Mooney. 1b. The Task Force held a retreat February 8, 1986 with Dr. Luvern Cunningham to identify issues and possible Task Force responses.
2. New Alternatives	2a. At its February 10 meeting, the Board of Education approved the installation of a Reading/Language Arts Demonstration Center at Roll Hill. The sixth grades from Roll Hill and Westwood will be moved to Gamble beginning September, 1987. Pupils (K-5) at Roll Hill will be redistricted to Central Fairmount, North Fairmount, Kirby Road, and Millvale. 2b. A management plan has been developed and approved for the 7-9 Paideia program at Shroder and all activities are on schedule. The draft of a management plan for the Reading/Language Arts Demonstration Center at Roll Hill has been prepared. Final approval is pending. 2c. (1) The Alternative Schools Committee met on February 13 and rejected the following alternative ideas for lack of specifics: a. Montessori-Erdkinder b. Year-Round High School c. Middle School Extended Day. (2) John Clark will meet with a school committee of Montessori parents on February 27 to develop a detailed application for Erdkinder. (3) The committee suggested that it be involved in evaluating alternatives that remain racially isolated for the purpose of recommending that these alternatives be closed or moved if found necessary.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 26, 1986
2. New Alternatives (Continued)	2d. Summer training for the Paideia faculty has not been resolved to date. The preference of the Alternative Schools Office is to send the teachers to St. John's College, Santa Fe, New Mexico. However, the cost is $3,000 per teacher. (This compares to the $4,000 per teacher being paid to Xavier University for Montessori training.) Whitney Young College, Frankfort, Kentucky, cannot prepare or staff a training program for the summer of 1986. John Clark will meet with the University of Cincinnati personnel on February 26 to explore the possibility of the University of Cincinnati conducting the training.
3. Existing Alternatives	3a. An Alternative Schools' budget must be completed by March 5. 3b. On February 25 a meeting was conducted with the principals of alternative programs to elicit their concerns, enrollment procedures, budget, etc. Twenty principals attended the meeting. 3c. Priority and sibling application period is completed: January 2, 1986 - January 31, 1986 Total applications received during priority period - 2,901 Blacks accepted 324 Non-Blacks accepted 281 Total 605 Percent of Blacks accepted - 53.59 3d. Regular application process started on February 3, 1986. This phase of the process will run through April 30, 1986.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component | **Status as of** February 26, 1986

3. Existing Alternatives (Continued)

3e. Total applications received during the priority period and regular application process:

January 2, 1986 - February 24, 1986

Total applications received - 4,023

Blacks accepted	463
Non-Blacks accepted	467
Total	930

Percent of Blacks accepted - 49.78

Taeuber Impact:

Increase 14.30 (Siblings accepted)
Neutrals 55.48
Decrease 30.22

4. Open Enrollment

4a. Roberts Junior High School held an open house for sixth graders of Hays, Heberle, North Fairmount, Roll Hill, Washburn, and Washington Park elementary schools to encourage them to apply for Roberts under open enrollment. Mr. Williams planned a program that involved 20 staff members and students. Monica Curtis prepared a flyer to send home with 6th graders from the above mentioned elementary schools. No pupils or parents showed up.

4b. Open Enrollment figures:

Approvals (as of February 25, 1986)

Elementary -	11
Secondary -	3
TOTAL	14

Rejections (as of February 25, 1986)

Elementary -	18
Secondary -	23
TOTAL	41

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 26, 1986
5. Other Means for Reducing Racial Isolation	5a. Committee J is being discontinued on the basis of the establishment of the Long Range Planning Committee, which will address this component in its comprehensive long range educational plan (Action Motion No. 58).
6. Low Achieving Schools	6a. School Improvement Teams from each of the Low Achieving Schools attended a day long workshop at St. Clare Center to review progress, meet with consultants, and establish plans for the rest of the school year. The consultants included Susan Everson of McREL dealing with instructional improvement and Dr. William Nicoll of U.C. on social skills. 6b. Open Court consultants visited with each of the schools and worked with the teachers related to individual needs.
7. Staff Development	7a. The workshop, "The Change Process in Improving Interracial and Intercultural Relations," enrolled fourteen administrators. Twelve participants were from the Education Center and two worked at the Iowa Street location. The twenty-hour workshop received a very good evaluation. This workshop will be offered again in the spring. 7b. Cincinnati History, Heritage and Cultures is a Professional Growth Institute course that will be held this spring. Twenty-seven or more signed up to attend each session. The more popular session is on Black Culture, (April 1 and 8). Dean Moore is the coordinator. 7c. Dr. Howard Johnston will facilitate a workshop on the middle grades. This workshop will be offered to administrators and teachers and is in support of the Bronson Settlement and the various changes taking place in the western area. He will address the issues of culture and climate in the middle grades. The workshop is scheduled to be held in April and May.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 26, 1986 Page 5.
8. Staff Racial Balance	8a. No change in status.
9. Housing Plans of City	9a. Received notice of the proposed acquisition of four CMHA scattered site dwellings. Two of the dwellings were located in attendance areas where there would likely be harm to racial balance. The other two would not likely harm racial balance.
10. Community Education	10a. Held the third training session "Understanding Your Local School Budget," with 55 attending.
	10b. Met with the Community Education Committee to determine a timeline for administration of a telephone interest survey, as well as members' function as a clearinghouse.
	10c. LSAC staff attended more than 20 local school and community meetings.
	10d. Two LSAC Specialists experienced the principal selection process in their assigned schools.
	10e. A specialist helped to organize "family nights" at two elementary schools. In one the PTA was reactivitated; in the other six weeks of computer, aerobics, and volleyball classes have been scheduled.
	10f. The Price Hill Area LSAC met and decided to focus on particular issues at future meetings. The specialist will assist in developing the next program on parental involvement.
11. Publicity and Marketing	PAIDEIA
	11a. Assembled and distributed information packets to Shroder students. Included alternative application, supplement, open enrollment application, and Paideia flyer.
	11b. Developed brochure--wrote copy, took photographs, and designed format. Includes application and details about the program featuring three methods of teaching--didactic, coaching labs, and seminars.

J-91

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 26, 1986 Page 6.
11. Publicity and Marketing (Continued)	11c. Producing audio-visual show--writing and editing script, taking slides etc. for use in the Pleasant Ridge/Kennedy Heights area, churches, community councils, parent groups. To be used by LSAC, Communications Branch, Alternative Information Specialists, Alternative Schools Office. To be accompanied by brochure. 11d. Paideia brochure to be mailed to parents/students of sixth graders in targeted areas: west and east selected schools, Montessori, Fundamental, and all non-public schools. The same mailing list will receive open house invitations. ROLL HILL 11e. Developed flyer to be distributed in information packets to all Roll Hill students. Also included were alternative applications, open enrollment applications, and newspaper supplement. 11f. Producing a brochure with application for new alternative program. Will use photographs from program at Douglass. 11g. Generated mailing list for distribution of brochure to approximately 6,000 families. OTHER 11h. Produced flyer for Roberts Junior High open house for sixth grade students who may enter under open enrollment. 11i. Made presentation to West Shell realtors group at Finneytown office (20-25 agents) and Sibcy Cline Realtors on Chester Road. Gave general overview of district and showed alternative slide show. 11j. Distributed Alternative Newspaper Supplement to: Cincinnati Enquirer (100,000 on Feb. 2), schools, Junior League, realtors, CASE, CBC, Chamber, large city school districts, news media, legislatures, City Council, social agencies, community councils (and newsletters), educators, colleges and universities. Will continue to distribute in alternative presentations and upon request through FACTline and the Alternative Schools Office.

J-92

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 26, 1986 Page 7.
11. Publicity and Marketing (Continued)	11k. Released news release and radio PSAs announcing that alternative applications are available. 11l. Distributed "Discover Adventures in Learning" PSA to three major TV stations, WIII, and WXIX. 11m. Developed Douglass Reading/Language Arts flyer to recruit new students and to give to school visitors. 11n. Met with principal and selected staff at Clifton to discuss ways to encourage Clifton parents to choose Clifton School. A brochure/flyer will be developed to be distributed throughout the community. 11o. Printed letter and additional City-Wide brochures for a targeted mailing to parents. 11p. Edited audio-visual script and advised Chase personnel on the project which will be used to recruit students.
12. Transportation	12a. Lynn Goodwin, Treasurer, has made contact with Queen City Metro to work out details for extracurricular Metro passes and student bus transfers. Both of these items should become part of our SORTA Agreement. 12b. The Pupil Transportation Branch is not presently charged with responsibility for extracurricular transportation. Nothing has been budgeted for this activity. The Transportation Branch is responsible for transportation of pupils to and from school on regular routes as detailed by State Law and Board Policy. 12c. SORTA/Queen City Metro-Transit Union Contract Update On February 22, 1986 the factfinders presented their recommendation to the SORTA Board and the Union. The SORTA Board and the Transit Union have ten days to accept or reject this proposal. Twenty-one thousand students are transported by Queen City Metro.

J-93

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 26, 1986 Page 8.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. No change in status.
14. Discipline Committee	14a. A Central Discipline Committee meeting was held February 11, 1986. 14b. Mrs. Louise Spiegel reported that she had discussed the merits of a Social Skills Academy with members of the Communitywide Task Force, C.P.S. staff, and Board of Education members. 14c. There was a brief discussion of In-School Suspension classes. 14d. The second quarter Suspension/Expulsion data was reviewed. Data highlighted included: 1. Suspensions increased by 536 (25%) 2. Expulsions decreased by 47 (45%) 3. 68% of the students suspended were male 4. 67% of the students suspended were Black 5. The summary sheet of the report was reviewed 6. The pages of the report that compared individual schools were also reviewed. 14e. There were 126 fewer suspensions at Western Hills during the second quarter this year. The committee requested that I contact Mr. Finke to determine if services provided with desegregation funds have an effect on the reduction. 14f. The committee requested that I try to determine if alternative schools or alternative programs in district schools have lower suspension rates than regular district schools.

J-94

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 26, 1986
15. Unbiased Tests and Policies	15a. No change in status.
16. Unbiased Placement of Students Within Buildings	16a. No change in status.
17. Information Centers	17a. Specialists continued to make presentations on alternatives in general and Paideia in particular during the month of February. 17b. Specialists made presentations at the following schools: Carson, Shroder, McKinley, Mt. Washington, Roosevelt, Vine, Peoples, Pleasant Ridge, Woodford, Whittier, Quebec Heights, Oyler, Clifton, College Hill, Sayler Park, Chase, North Fairmount, Central Fairmount, Porter, Covedale, Hyde Park, Linwood, Bramble, Kilgour, Silverton, Sands, North Avondale, Heberle, Heinold, Dater, Midway, Losantiville, Hartwell, Swifton, Roselawn/Condon, Crest Hills, Roberts, Pleasant Hill, Washington Park, Cheviot, Mt. Airy, Kirby Road, Anderson Place, Carthage, and Primary Arts. Over 3,649 students were seen in the above schools by the specialists. Students not seen received handouts. 17c. Specialists gave out 15,431 handouts to students on existing alternatives and the Paideia program. 17d. Specialists made presentations to preschool parents at the West End Children's Room, Gateway Child Care, Montessori Learning Center, and Immanuel Presbyterian Day Care. Specialists left information at Cincinnati Waldorf School, Withrow, and the Montessori Center Room. 17e. Specialists attended LSAC meetings at Roll Hill and left information for Quebec Heights' LSAC. 17f. Specialists gave out 201 applications and 841 brochures. They made or received 276 phone calls. They went to 20 meetings with 290 people in attendance.

4-65

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 26, 1986 Page 10.
18. Evaluation of Settlement Agreement Activities	18a. Assisted with the analysis of the Roll Hill alternative program plan. 18b. Participated in a meeting with alternative program principals to discuss admission procedures.

J-96

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 29, 1986
1. Communitywide Task Force	1a. The Communitywide Task Force met January 6, 1986, and voted to suggest that the timeline be further amended to include time to respond to pupil shifts resulting from proposed new alternatives. 1b. Members of the Task Force will speak on "Implementing the Desegregation Suit in Secondary Schools" to the Cincinnati Association of Secondary School Principals January 30, 1986.
2. New Alternatives	2a. The Board of Education approved the installation of a Paideia Program (7-9) at Shroder Junior High School in September, 1986. 1. The district program at Shroder will be closed and the students reassigned to either Crest Hills or Peoples. 2. The Junior High College Readiness Program currently at Shroder will be terminated. Pupils in that program will automatically become a part of the Paideia Program, if they so desire. 2b. John Clark visited Whitney Young College at Kentucky State University in Frankfort, Kentucky to explore the possibility of tutors from that college training the Paideia Program teachers. 2c. Nine persons from the central office, Shroder Junior High School, and the Shroder LSAC will visit the four Chicago Paideia schools on February 4 and 5. 2d. Cincinnati Public Schools has received an invitation to send four staff members to a Paideia conference conducted by Mortimer Adler in Chicago on April 18-20. 2e. A management plan directed at closing the Shroder district program and implementing the Paideia alternative is due to be completed by February 14. 2f. At its January 13 meeting, the Board of Education directed the Superintendent to submit an alternate plan for installing an alternative in a west side school. The Board rejected the Superintendent's recommendation that a Paideia (K-6) and a Reading/Language Arts Demonstration School be installed at Roll Hill and that sixth graders from Westwood, Roll Hill, and Cheviot be moved to Gamble beginning in September, 1986.

J-97

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 29, 1986
3. Existing Alternatives	See below

3a. On January 16 an Alternative Fair was held at Roberts Junior High School. Flyers were sent home with every student from Roberts, Carson, Quebec Heights, Whittier, Oyler, Central Fairmount, and Roosevelt. There was extensive publicity on the fair, a bus circulated from 5:00 to 8:00 p.m. among the seven schools, and 22 of 24 alternative programs participated. Less than 50 parents and their children visited the fair.

3b. On January 31 a mailing of 40,000 letters is going to parents in the Cincinnati School District advertising the alternative programs and open enrollment.

3c. The Alternative Office conducted a kindergarten roundup for alternatives at Woodford Primary School on January 22, and will hold a second roundup at Hyde Park Methodist Church on January 29.

3d. The normal enrollment period for 1986-87 commences on February 3.

3e. Ten thousand priority applications for the 1986-87 school year were mailed to pupils in schools 90% or more racially imbalanced. One thousand two hundred and twenty-nine 1986-87 priority applications have been received. One hundred and seventeen pupils have been accepted. Paideia Program: accepted 28 (23 Black, 5 Non-Black).

3f. Alternative/open enrollment figures for 1985-86:

A. Alternatives

Black -	8,292
Non-Black -	6,685
TOTAL	14,977

B. Open Enrollment
Cumulative (as of October 14, 1985)

Elementary -	491	Black
	21	Non-Black
	512	TOTAL

J-98

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 29, 1986 Page 3.
3. Existing Alternatives (Continued)	B. (Continued) Secondary - 554 Black 11 Non-Black 565 TOTAL 1985-86 Open Enrollment Applications approved (as of November 15, 1985) Elementary - 259 Black 17 Non-Black 276 TOTAL Secondary - 355 Black 13 Non-Black 368 TOTAL
4. Open Enrollment	4a. A new open enrollment form has been printed and included in the mailing for alternatives and open enrollment to every parent in the school district. 4b. The open enrollment period for the 1986-87 school year commences on February 3.
5. Other Means for Reducing Racial Isolation	5a. The work of the Long Range Planning Committee has made it unnecessary for Committee J to meet to date to develop recommendations for this component. It is possible that this subgoal may now become the responsibility of that committee and Committee J will cease to exist.
6. Low Achieving Schools	6a. Major focus of activity occurred at the school level with no major initiatives undertaken with the total group of schools.

J-99

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 29, 1986 Page 4.
7. Staff Development	7a. Staff Development personnel and Tri-Vector Consultants, Inc. (William A. Patterson and Donna L. Ginn) are collaborating in providing an administrative inservice on "The Change Process in Improving Interracial and Intercultural Relations." The inservice will be held at Staff Development (Crest Hills Middle School) on February 19 and 20 (3:00 - 8:00 p.m.), and February 21 (8:00 a.m. - 5:00 p.m.). 7b. Staff Development is planning to display multi-cultural photographs taken by Cincinnati Public School employees. Guidelines for the photographs will be distributed to all schools in the district and to Education Center personnel.
8. Staff Racial Balance	8a. No change in status.
9. Housing Plans of City	9a. Received notice of a proposed CMHA housing acquisition at 3503 Vine Street. This address is located in the Rockdale attendance area, where the pupil membership is 99.1% Black. The establishment of a CMHA unit at this address would likely be harmful to racial balance.
10. Community Education	10a. Held second session of LSAC training on "Setting Local School Goals." During the two times offered, a total of 90 people registered and 71 of those actually attended. 10b. Met with the Community Education Committee and finalized the needs assessment survey to determine interest and topic ideas. 10c. Attended a two-day National Community Education meeting in Columbus, represented Southwestern Ohio. 10d. Assisted with alternative publicity by sharing Superintendent's recommendations with LSAC and community groups, and attending the Alternative School Fair. 10e. Conducted a car tour for Mrs. Adoria Perkins of those western area communities affected by future racial balance decisions.

J-100

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 29, 1986
10. Community Education (Continued)	10f. Attended a meeting of the LSAC Steering Committee. 10g. Scheduled two workshops in March with the Urban Appalachian Council Education and Research Committee. 10h. Attended board meetings, board committee meetings, the Eastern Area Principals meeting, and met with several principals and area directors. 10i. Attended 16 LSAC and community council meetings. 10j. Worked with several parent groups to set up workshops.
11. Publicity and Marketing	11a. Held Alternative School Fair at Roberts Junior High January 16, 1986. - Placed announcements in church bulletins and local businesses in Price Hill. - Acquired donations of food and beverages and door prizes. - Arranged for personal appearance of Pat Berry, WLWT weatherman. - Media coverage includes: Post article, segments on Channels 5 and 9, and announcements in community newspapers. 11b. Produced new flyers or brochures for: City-Wide Law, Government, and Communications Academy; Cincinnati Bilingual Academy (for feeder bilingual schools); Chase Intermediate University Demonstration Center; and Heinold (mailing to targeted families in district). 11c. Continued to work with CitiScene Magazine to produce feature article and advertisement for first issue. Arranged for printing of photos, reviewed copy, and obtained photo model releases. 11d. Began publicity of Paideia program. Met with Shroder LSAC representatives to make recruitment and publicity plans. Made plans to visit Paideia program in Chicago.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 29, 1986
11. Publicity and Marketing (Continued)	11e. Attended Hughes PR committee meeting. Discussed recruitment strategies for Computers Unlimited and City-Wide. 11f. Made presentation to 60 West Shell realtors and relocation sales agents. Presented slide show, distributed literature, and answered questions.
12. Transportation	12a. The Pupil Transportation Branch has begun the physical installation of the new EDULOG bus routing package. The equipment is currently arriving and the first of five phases of the software will be installed next month. Full implementation of this package will not take place until the 1988-89 school year under the present plan. 12b. Work has begun on making suggestions on the transportation needs of the new Paideia program at Shroder. As soon as a recommendation on the type of service to be provided is received, this new program will be included in all starting time and budget planning. 12c. The process of making recommendations on the Downtown Council's concerns about pupils in the Core area is being continued. A final decision has not been made and the problem still exists. 12d. Third quarter Queen City Metro passes have been printed and distributed to all schools. This quarter slightly under 21,000 Metro passes were printed from information in the student data base. 12e. New transportation arrangements were implemented for the relocation of the physically handicapped pupils to CAPE on January 2, 1986. The school starting time for these pupils was subsequently changed and new routes were designed and implemented on January 21, 1986.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. No change in status.

SOS
5/

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 29, 1986
14. Discipline Committee	14a. No additional activities occurred in January. 14b. The second meeting of the committee will be held on February 11, 1986.
15. Unbiased Tests and Policies	15a. No change in status.
16. Unbiased Placement of Students Within Buildings	16a. The sub-committee for Goal 2, chaired by Willis Holloway, has investigated ways to examine and monitor the distribution of pupils by race among classes. At the elementary level, data will be collected by homeroom, which in most instances indicates a single grade level. At the secondary level, data will be collected by class within a course (for example, all classes of Biology). These data will allow principals to monitor and, if advisable, alter the racial composition of various groups by re-scheduling. 16b. Examination of the course selections by pupils is also underway. Counselors, principals, and teachers will be encouraged to promote equal access to all courses for all students, minorities and the majority.
17. Information Centers	17a. Specialists made student presentations to the outgoing grades at all twenty elementary priority schools and at three junior/middle priority schools. At each school, students were informed about the programs they were most likely to be accepted in as well as other programs for which they qualified. 17b. Handouts on the alternatives presented were given to each student to take home to discuss with parents. 17c. Handouts were left at each school to help inform those students the specialists were not able to speak to directly. This enabled us to reach every child in a priority school with some information on alternatives.

J-103

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 29, 1986 Page 8.
17. Information Centers (Continued)	17d. Specialists made presentations at 25 priority preschool meetings. Parents were very enthusiastic about their visits and anxious to apply for alternative programs with kindergartens. 17e. A specialist met with each student at Shroder to discuss their options in light of the closing of the school. They were informed about Paideia, other alternatives, and open enrollment. 17f. Specialists attended the Roberts Alternative Fair. 17g. Specialists made or received a total of 297 phone calls and had 27 conferences. They made 23 student presentations and met with 1800 students. They handed out 516 applications, 1855 brochures, and 10,488 student handouts.
18. Evaluation of Settlement Agreement Activities	18a. Assisted with the development of a long range plan for meeting the goals of the Settlement Agreement. 18b. Provided updated school information needed by the Alternative Schools Office to determine the Taeuber Index impact for each alternative program application. 18c. Work is nearly completed on the alternate method of computing the Taeuber Index. 18d. A meeting was held with the evaluators to finalize plans for the in-depth evaluation of selected alternative programs. Four IGE programs and the Computers Unlimited program are being evaluated this year.

J-104

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of December 20, 1985
1. Communitywide Task Force	1a. The Communitywide Task Force met December 2, 1985 and approved a report of the Audit Committee recommending an additional method of collecting data for computing the Taeuber Index in order to measure racial isolation within schools. 1b. The Task Force met December 12, 1985 and approved making a statement to the December 16, 1985 Board meeting about Shroder and Roll Hill as sites for alternative programs, and encouraging the Board to go beyond self-imposed restraints in selecting alternative programs and sites.
2. New Alternatives	2a. The Superintendent presented his recommendations for proposed alternatives and sites at the Board's December 16 meeting. His recommendations were as follows: 1. A Reading/Language Arts Demonstration School, K-6, and a Paideia, K-6 - Roll Hill. 2. Reassign the sixth grades from Roll Hill, Westwood, and Cheviot to Gamble Middle School. 3. A Paideia School, 7-9 - Shroder. Pupils for the Shroder district program would be reassigned to Peoples and Crest Hills. The Junior High College Preparatory Alternative Program would be merged with the Paideia alternative. 4. Fundamental School, 7-8 - do not install. It is anticipated that the Board will act on recommendation three at a special meeting on December 23 at 7:00 p.m., and on recommendations one and two at its regular meeting on January 13.
3. Existing Alternatives	3a. An Alternative Fair is scheduled for January 16 at Roberts Junior High School. It will be directed at recruiting students from Roberts and its feeder elementary schools. All programs, including those approved for implementation in September, 1986, will be represented. A shuttle bus will run to each of the targeted schools during the hours of the fair, 5:00-8:00 p.m.

J-105

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of December 20, 1985 Page 2.
4. Open Enrollment	4a. No change in status.
5. Other Means for Reducing Racial Isolation	5a. Committee J will meet in January to discuss alternative programs which continue to be racially isolated.
6. Low Achieving Schools	6a. Major focus of activity occurred at the school level with no major initiatives undertaken with the total group of schools.
7. Staff Development	7a. Black History and Human Relations Resources and Ideas will be sent to principals, appropriate committees, and participants who attended the brainstorming sessions in November, 1985. 7b. Some leadership projects have been submitted that relate to multicultural education and social skills. 7c. Staff Development Center personnel is working with Mrs. Adoria Perkins, Dr. Forrest Orebaugh, and personnel from the television studio in formulating and developing a video tape series. This series is related to categories A and B of the Human Relations Section of the appraisal process. 7d. Information, activities, training techniques, and other resources were brought back from a visit to Milwaukee Public Schools (Human Relations Department) to aid in implementation of human relations activities under the direction of the Staff Development Center.
8. Staff Racial Balance	8a. No change in status.
9. Housing Plans of City	9a. Received notice of a proposed CMHA acquisition in the Mt. Washington Elementary School attendance area. This acquisition would probably be helpful in improving racial balance.

J-106

SOS
5/

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of December 20, 1985
10. Community Education	10a. Met to review "Neighborhood Communication Seminar" held in November in cooperation with the City of Cincinnati and Cable Access Corporation. Began planning for spring session.
	10b. Continued work with Urban Appalachian Council.
	10c. Completed registration for LSAC training sessions. For all four sessions, a total of 109 people have been registered. Sessions will be offered in: Planning and Running an Effective Meeting, Setting Local School Goals, Understanding Your Local School Budget, and Using Community Resources during the course of the school year.
	10d. Held first session "Running Effective Meetings." Of the 72 people who requested this session, registration was limited to 53 and 37 of those attended.
	10e. Represented the State of Ohio at the Annual Community Education Convention.
	10f. Met with the Community Education Committee. Developed a survey to determine Cincinnati citizen interest, desire to participate, and topics of interest.
	10g. Attended 25 LSAC or community council meetings.
	10h. Continued community service, such as helping to distribute food at the Evanston Food Pantry and assisting with Cincinnati Quality of Education newsletter.
	10i. Assisted parent groups and schools with various activities and topics.
	10j. Attended Board meetings on new alternative programs. Will assist in explaining changes to parents and community.

SETTLEMENT AGREEMENT STATUS REPORT
Components and Related Matters

Component	Status as of December 20, 1985 Page 4.

11. Publicity and Marketing

11a. No new prospectuses received.

11b. Met with Alternative Information Specialists to discuss publicity efforts that have been completed so far this school year, and future plans for new and existing programs.

11c. Took slides for a slide/tape show for Chase.

11d. Met with College Hill principal to discuss publicity plans for 86-87 recruitment.

11e. Prepared for the Alternative School Fair.

1. Reprinted Clifton, Elementary College Preparatory, Rockdale, Burton, Junior High College Readiness, and IGE brochures.
2. Prepared flyers for RAMS, Bilingual programs, and City-Wide.
3. Made signs for tables.
4. Provided planning assistance to Heinold.
5. Developed an overall publicity plan including designing a flyer that will serve as a poster, preparing PSAs and news releases, and getting personalities to attend.
6. Worked with the Urban Appalachian Council to get Price Hill students to attend.

11f. Presented Alternative Slide Show to:

1. Sibcy Cline office managers (25) throughout city. Also gave tour of school and had discussion with principal and staff.
2. Sibcy Cline Western Hills Office (30 agents). Answered questions.
3. Equitable Realtors in the Roselawn area (8 agents). Distributed literature.

11g. Addressed alternative school principals at special meeting.

J-108

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of December 20, 1985 Page 5.
11. Publicity and Marketing (Continued)	11h. Developed publicity plan for the Paideia School concept. 11i. Sent newspaper supplement to printer. Will appear in February 2 Sunday issue of Enquirer. 11j. Provided photos to Sibcy Cline to include in their January newsletter.
12. Transportation	12a. No change in status.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. No change in status.
14. Discipline Committee	14a. Materials regarding In-School Suspension Classes were sent to all committee members. Included was a copy of Administrative Procedure 5113.25 (In-School Suspension Class Program) and descriptions of In-School Suspension Classes that are in operation at Western Hills and Heinold.
15. Unbiased Tests and Policies	15a. No change in status.
16. Unbiased Placement of Students Within Buildings	16a. No change in status.
17. Information Centers	17a. Alternative Information Specialists began their second year of work with a two day orientation. The inservice was provided by the facilitator, Bob Evans, Nikki Perkins, John Clark, Jerry Mitchell, Harry Skiff, and Colenthia Hunter.

J-109

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of December 20, 1985
17. Information Centers (Continued)	17b. Specialists have begun planning a selective recruiting strategy by identifying neighborhood schools with the race of students needed for each alternative. Transportation was a factor taken into consideration when identifying schools. Certain alternative programs will be stressed at each neighborhood school. Students will be informed of those programs for which they have the best chance of being accepted.
	17c. Specialists toured Primary Arts Enrichment, the Academy of World Languages, Primary CAPE, and the Computers Unlimited Program.
	17d. Specialists attended the City-Wide Counselor's Meeting at Crest Hills and the Sibcy Cline Realtor's meeting at Schiel. Specialists also sent a representative to the planning meeting for the Alternative Fair at Roberts.
	17e. Specialists made presentations to the Christ Child Day Care Center and the Whittier PTA.
	17f. A presentation on the role of the specialists was made at the Western and Eastern Area Directors' Meetings, and at the meeting for all alternative principals.
	17g. Specialists have scheduled visits to all priority schools to make presentations on alternative programs.
	17h. Specialists are visiting western area priority schools to tell students about the Alternative Fair at Roberts on January 16, 1986.
	17i. Specialists made or received 26 calls, had 3 conferences, and attended 8 meetings with approximately 265 people in attendance.
18. Evaluation of Settlement Agreement Activities	18a. A study was conducted to determine the effect of the special education program on the Taeuber Index, and to study racial balance in special education classes.
	18b. A presentation was made to principals in alternative schools to provide information about the Taeuber Index.

J-110

Component	Status as of December 20, 1985
18. Evaluation of Settlement Agreement Activities (Continued)	18c. Numerous studies were conducted regarding future plans of the school system for meeting the goals of the Settlement Agreement. 18d. An analysis was made of the potential effects of student exchange programs on the Taeuber Index. 18e. A presentation about the Taeuber Index was made to the committee responsible for developing long range plans for the Settlement Agreement. 18f. Data on the level of interaction between alternative program students and neighborhood school students in the same building have been collected, and a report on the alternative method of computing the Taeuber Index is being prepared. 18g. A special study was conducted to study the types of alternative program applications received for the 1985-86 school year, and the date of these applications.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 27, 1985
1. Communitywide Task Force	1a. The Communitywide Task Force met November 18, 1985 and heard from Superintendent Brokamp. 1b. Ms. Marian Spencer was named to the Task Force by the NAACP (to replace Dean Ronald Temple). 1c. The Task Force brought Dr. Gary Orfield to speak to a public meeting on "Housing and School Desegregation, U.S.A." November 21, 1985. It was also arranged for Dr. Orfield to talk to suburban superintendents, a newspaper reporter and editorial board, CBC leaders, and integrated housing staff.
2. New Alternatives	2a. Three site applications were received for proposed alternatives: Fundamental, 7-8: College Hill Paideia, 7-9: Shroder Reading/Language Arts: Roll Hill 2b. The Alternative Schools and Open Enrollment Manual is being printed. 2c. The Alternative Schools Committee met on November 14, 1985. John Clark presented considerations in reaching the terms of the Settlement Agreement. The committee brainstormed strategies for reducing the Taeuber Index. 2d. John Clark met with the Parham faculty on November 25, 1985 to discuss implications/process for becoming an alternative. 2e. John Clark will meet on December 5, 1985 with the Bond Hill Community Council to discuss concerns about racial isolation in that community. 2f. The Superintendent will present his recommendations for proposed alternatives and sites at the Board's December 9 regular meeting. The Board will act on the recommendations at a December meeting yet to be scheduled.

J-112

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 27, 1985	Page 2.

3. Existing Alternatives

3a. The Academy of World Languages, the Primary School for Arts Enrichment, and the Primary Physical Education School will not be evaluated until the 1986-87 school year.

3b. The first evaluation meetings of Computers Unlimited and IGE were held on November 14 and November 20, 1985.

3c. The mailing of alternative applications for 1986-87 is on schedule.

3d. Applications received and processed as of November 1, 1985: 15,778

Total Accepted: 5,411

Total All Alternatives 1985-86: 15,073 + Open Enrollment 16,250

3e. Enrollment in new programs:

	Total	Black	Non-Black	% Black
1. Primary Arts Enrichment	140	67	73	47.9
2. World Languages	79	55	24	69.6
3. Primary Physical Education	188	127	61	67.6

J-113

4. Open Enrollment

4a. Applications approved for 1985-86 as of November 15, 1985:

1. Elementary	- 276 Total	259 Black	17 White
(As of 11-13-84)	- 321 Total	311 Black	10 White
2. Secondary	- 368 Total	355 Black	13 White
(As of 11-13-84)	- 431 Total	420 Black	11 White

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 27, 1985
5. Other Means for Reducing Racial Isolation	5a. Committee J met on November 14, 1985. Reviewed were: 1. progress report on 1985-86 Taeuber Index data enrollment in alternative and open enrollment programs 2. possible additional strategies to reduce the Taeuber Index 3. the 1985-86 planning document for implementation of the Bronson Settlement Agreement, which will be ready by the end of December. 5b. One new prospectus was received, describing a sign language program. The prospectus was referred to Special Education. 5c. The agenda for the January meeting will include examination of schools which are 90% or more of one race.
6. Low Achieving Schools	6a. The principals and Steering Committee for Low Achieving Schools' component met on November 20, 1985 at Washington Park School. Each of the schools made a presentation of activities that were underway and shared some of the promising practices which have been implemented. A report of the first year's progress toward goals was presented by Mary Gladden of the Evaluation Branch. Discussion of approaches to further improvement was initiated. 6b. Open Court consultants continue to provide assistance to the schools along with help from the supervisory staff.
7. Staff Development	7a. Professional Growth Institute classes are being offered in the spring related to interracial, intercultural, and social skills' topics: 1. Literature related to Social Skills (K-3) "What To Do When Alexander Has A Terrible, Horrible, No Good, Very Bad Day" 2. Issues Related to Minority Families 3. Human Relations in the Classroom 4. Cincinnati History, Heritage and Cultures

J-114

SOS
5/

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 27, 1985 Page 4.
7. Staff Development (Continued)	7b. Exploration visit planned to Milwaukee, Wisconsin to observe the Human Relations Center in operation.
	7c. Teachers throughout the district (K-12) were invited to attend a brainstorming session on Black History activities. The resulting lists will be appropriately organized and sent to principals and to the participants.
	7d. Staff Development disseminated to principals, supervisors, and librarians resource lists of video tapes, books, and journals. The list includes Human Relations' topics.
	7e. Staff Development welcomes recommendations from teachers and administrators related to current educational literature to be included in the Professional Library.
8. Staff Racial Balance	8a. No change in status.
9. Housing Plans of City	9a. Received notice of three proposed CMHA acquisitions. One was in the Kirby Road/Chase attendance area and two were in the Pleasant Ridge attendance area. The dwelling located in the Kirby Road/Chase area would not likely have a negative impact on racial balance. However, Pleasant Ridge is now nearly 65% Black and the establishment of CMHA units in this area would likely have a small negative impact on racial balance. On November 15, 1985 the City Planning Commission approved the acquisition of all three sites.
	9b. Received notice of the proposed demolition of one building of the Grandview Apartments located in the Whittier and Roberts attendance areas. The proposed demolition and failure to complete renovation of the building reduces the potential for improving racial balance at Whittier and Roberts.

J-115

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 27, 1985
10. Community Education	10a. All LSAC membership lists have been submitted, with the exception of one school. Area directors assisted in this process.
	10b. Celebrated National Community Education Day "Building Healthy Communities" with a proclamation from the mayor and free blood pressure screening on the skywalk by Hughes LPN students. The Southwestern Chapter of the American Heart Association shared brochures and health information with all teachers.
	10c. Completing cataloging all five LSAC training filmstrips with Resource Services. LSAC staff members also have sets.
	10d. Co-sponsored "Neighborhood Communication Seminar" at Crest Hills on November 16. Thirty-seven participants attended sessions on: newsletter, computers, cable TV, and media relations.
	10e. Held a meeting for LSB contacts to discuss timelines and training programs.
	10f. Presented information on LSACs to the ECIA parent group. Specialists are helping to support new parent groups at Windsor and Quebec Heights schools.
	10g. Held the first meeting of the Community Education Committee. This is the first step to accomplish the goals set forth by the proposal funded by the Ohio Department of Education.
	10h. LSAC Specialists have been attending local school meetings and meeting individually with principals. One specialist has been involved with planning and participating in student assemblies at Porter Junior High. Another is continuing his work with Price Hill Area LSAC.
	10i. LSAC Specialists served on committees to plan and carry out workshops sponsored by the Black Family Coalition (held at Crest Hills), Urban Appalachian Council (teacher inservice), and the Ohio Department of Education ("Building Skills for Effective Schools and Communiti[illegible]" in Columbus).
	10j. An LSAC Specialist attended a meeting of the LSAC Steering Committee. Two specialists helped to distribute surplus food in two neighborhood centers.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 27, 1985 Page 6.
11. Publicity and Marketing	11a. No new prospectuses received. 11b. Printed photograph from SCPA for Cincinnati Scene Magazine to use on a promotional piece to advertisers. Also took cover photo for that issue which will feature an article on alternative programs. 11c. Prepared publicity for President of Honda of America's visit to Academy of World Languages. WCPO and WLW Television covered the event. 11d. Wrote and designed a flyer for Cincinnati Bilingual Academy to distribute to fifth-grade feeder school students to encourage them to continue their bilingual education at CBA. 11e. Reprinted 1000 brochures for the International Baccalaureate Program. 11f. Prepared letter, program descriptions, and applications for WATCH to prepare for priority mailing. 11g. Attended Hughes Public Relations Committee meeting. 11h. Completed preparation of newspaper supplement promoting alternative programs. 11i. Showed slide show "Discover Adventures in Learning" to: 1. CASE (Cincinnatians Active to Support Education) and encouraged CASE Board members to schedule viewing of slide show at their various businesses and agencies. 2. Coldwell Banker (30 residential real estate agents) together with a tour of Roselawn-Condon School. 3. Met to plan showing to Sibcy-Cline real estate office managers. 11j. Took slides at Primary CAPE for Information Specialists to use in recruitment.

J-117

464

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 27, 1985
12. Transportation	12a. The EDULOG Software (Transportation Package) scheduled for implementation at the beginning of the 1986-87 school year is now 11 weeks behind schedule. 12b. Some 5,000 students are scheduled to be involved in proposed summer school programs for next year (1986). The scheduled ending date of July 15 is going to present serious problems obtaining accurate up-to-date student information for the start of the next school year. This date will affect the summer enrollment process, Pass/Fail, which we rely early on for having reliable, accurate student data. Mailers will not be sent out until after the regularly scheduled time under Board Policy. 12c. All routes have been re-routed (stops added/deleted) three times; we have now started the fourth re-route. 12d. Since the beginning of the school year, there have been 20,000 census changes that affect transportation. 12e. Approximately 306 students are processed for transportation daily. 12f. An average of 50 routes per day are re-routed and copies given out to students and vendors. 12g. Building administrators have evaluated the performance of vendors providing service to their schools. Results show some late buses, misconduct concerns, routes too long. (Eighteen routes over one and a half hours have been turned over to the Board for further consideration. Public/Non-Public schools involved.) 12h. Program and Personnel Committee has scheduled a meeting on December 19 at 4:00 P.M. in the 12th floor auditorium. Topic: Transporation Policy on Discipline. 12i. The Transportation Branch will be discussing with Lynn Goodwin the possibility of the extracurricular passes as part of the district's contract with SORTA.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 27, 1985
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. No change in status.
14. Discipline Committee	14a. The initial meeting of the Central Discipline Committee was held November 20, 1985. 14b. A copy of the first quarter Suspension/Expulsion Statistical report was distributed and reviewed. The effect suspensions have on the dropout rate particularly as it relates to Black males and students from lower socio-economic families was discussed. Reasons for the high number of students suspended for unruly conduct was also discussed. 14c. Committee members recognized that schools must have rules that are enforced fairly and consistently but there was a general discussion on what happens to students who are suspended and alternatives to suspensions that are available to principals. 14d. Committee members feel that the administration needs to develop experimental programs that deal with the changing of negative behavior and should aggressively seek foundation and grant monies to fund these programs. 14e. Committee members requested copies of a proposal, Cognitive Skills/Social Skills Academy (PK-6), that was submitted to the Alternative Schools Committee last year.
15. Unbiased Tests and Policies	15a. No change in status.
16. Unbiased Placement of Students Within Buildings	16a. No change in status.

J-119

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 27, 1985
17. Information Centers	17a. Specialists begin work on December 2, 1985. All four specialists will be housed at Millvale Elementary School. Iva Brown and Bev Ralston will continue to serve the western side of town, while Gillard Brown and Denise Crews serve the eastern side of town. 17b. A presentation on the work of the specialists was made at the Western Area Directors' meeting in November.
18. Evaluation of Settlement Agreement Activities	18a. Taeuber Index values for 1985-86 were computed and reported to the Board of Education and the Superintendent's Cabinet. 18b. A presentation on 1984-85 evaluation results of the low-achieving schools program was made to principals of schools participating in this program. 18c. The IGE programs at Eastern Hills, Heinold, Silverton, and Woodford and the Computers Unlimited program at Hughes have been selected to undergo in-depth evaluations this year. Evaluation teams have been formed and the initial team meeting has been held for each program. 18d. Numerous analyses on the potential effects of proposed new alternative programs have been completed and submitted. 18e. Several meetings were held with the Site Recommendation Committee and the Long Range Planning Committee for the Bronson Settlement Agreement. A number of special studies have been completed for the committees.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of October 30, 1985
1. Communitywide Task Force	1a. The Communitywide Task Force met October 7, 1985.
	1b. The Task Force reviewed the concerns about alternative school site selection raised by Karla Irvine at the September 12, 1985 hearing.
	1c. Cheryl Grant was elected co-chairperson (to replace Ronald Temple).
	1d. The Task Force will bring Dr. Gary Orfield to Cincinnati to speak about school desegregation November 21, 1985.
2. New Alternatives	2a. The Shroder LSAC conducted two community meetings to inform parents of its intent to apply for the Paideia program. Approximately 30 were in attendance on October 23 and 32 on October 28. The group voted 32-0 to apply.
	2b. College Hill has submitted a site application for the Fundamental School, 7-8.
	2c. Roll Hill conducted two community meetings on October 2 with over 100 in attendance and October 17 with 17 parents in attendance to discuss applying as the site for the reading/language arts program. On October 2 there was consensus in support of applying. On October 17 all 17 voted to apply.
	2d. The Board's first public hearing on the new alternatives will be held on October 30 at 7:30 p.m. at the Education Center.
	2e. The Site Assessment Committee, with the addition of Dr. Holloway and Mr. Goodwin, has been charged with developing a long-term strategy for reducing racial isolation. Its first tentative report is due to the Superintendent on November 15.

SOS
5/84

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component — Status as of October 30, 1985

3. Existing Alternatives

3a. Applications received and processed as of October 21-25, 1985:

Total Rejections - 3,901
Total Accepted - 5,605
Total Waiting - 2,028

Total Applications Received - 14,568
Duplicate Applications - 2,200
Still Outstanding - 1,034

Total in Alternative Programs, 1985-86 - 15,169

3b. Evaluations:

1. New Programs: Academy of World Languages
   Primary School for Arts Enrichment
2. Others: Computers Unlimited
   IGE - Eastern Hills
   Heinold
   Silverton
   Woodford Primary

3c. Enrollment in New Programs:

	Total	Black	Non-Black	% Black
1. Primary Arts Enrichment	140	67	73	48.4
2. Primary Physical Education	188	127	61	67.6
3. World Languages	79	55	24	69.6

4. Open Enrollment

4a. Enrollment:

1. Elementary - Grand Total (1985-86) - 512
   Grand Total (1984-85) - 506
2. Secondary - Grand Total (1985-86) - 565
   Grand Total (1984-85) - 699

J-122

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of October 30, 1985 Page 3.
4. Open Enrollment (Continued)	4b. Plans for 1986-87: 1. Open enrollment form has been redesigned. 2. In February, 1986 a flyer and enrollment form will be sent to each parent in a mass mailing. 3. The newspaper insert on alternatives to be distributed in February, 1986 will contain a section on open enrollment. 4. Two sets of elementary schools will be paired for a targeted campaign.
5. Other Means for Reducing Racial Isolation	5a. No change in status. First meeting of the year for Committee J will be held in November.
6. Low Achieving Schools	6a. School Improvement Teams from each of the schools participated in a one-day workshop at St. Clare Center. Susan Everson of the Mid-Continent Regional Education Lab worked with the teams on instructional planning and techniques for working with the rest of the school staffs. 6b. Additional meetings and workshops were held at the school level.
7. Staff Development	7a. Conflict Resolution program started at Rockdale Elementary. 7b. Professional Growth Institute began in October with approximately 650 registered. 7c. Added full-time person on staff who will concentrate on intercultural/interracial/human relations/social skills kinds of programs. 7d. Funding approved for race relations workshop at Western Hills.

J-123

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of October 30, 1985 Page 4.
8. Staff Racial Balance	8a. No change in status.
9. Housing Plans of City	9a. Received notice of four proposed acquisitions from CMHA. The four were located in the Kirby Road/Chase, Westwood, Anderson Place, and Mt. Airy attendance areas. None of these acquisitions would likely cause any harm to racial balance.
10. Community Education	10a. Attended a meeting for state planning grant recipients with Mike Behr (Vocational/Continuing Education Branch). Cincinnati Public Schools received a $2,670 grant from the Community Education Division of the State Department for 1985-86. 10b. Held two meetings with representatives from the Communications Branch, the City, and Cincinnati Cable Access Corporation to plan for the upcoming "Community Communications Seminar" on November 16 at the Staff Development Center. 10c. Arranged for the Board of Education to pass a resolution naming November 19 "Community Education Day." Activities to celebrate the theme, "Building Healthy Communities," are being planned in conjunction with the Southwestern Chapter of the Ohio Heart Association. 10d. LSAC Specialists continued meeting with principals, and attended more than 30 LSAC and community meetings. Letters were sent to new LSAC recruits and many telephone calls were made. 10e. Catalogued four of five LSAC filmstrip titles in Resource Services on Iowa Street so that they will be available to be checked out by schools. 10f. Sent the first of a series of monthly reports to area directors regarding the status of LSACs. They have notified principals who were tardy in submitting updated LSAC membership lists. 10g. Two specialists have been actively involved in supporting the Alternative Site Assessment process in two schools. 10h. Presented information on the local school budget process to new principals.

J-124

SOS
5/

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of October 30, 1985 Page 5.
11. Publicity and Marketing	11a. No new prospectuses were received.
	11b. Designed new logo for open enrollment and redesigned application for the 1986-87 school year.
	11c. Publicized October 30 public meeting by sending flyers to community councils, LSACs, PTAs, principals, department and branch heads, and the "800" mailing list. Sent a flyer with news release and public service announcement to news media.
	11d. Met with graphic artist/photographer and reporter from Citiscene Publications, a subsidiary of Cincinnati Bell. Alternative programs will be featured in their first publication in March directed to families moving or relocating in the Greater Cincinnati area. Set up photo sessions for cover shot to be taken by Bob Ohr. Showed Alternative Slide Show for content and visual purposes.
	11e. Continued to conduct interviews and take photos for the Sunday, February 2, Enquirer Alternative Newspaper Supplement. Arranged for four-color cover photograph to be taken at North Avondale Montessori.
	11f. Met with Douglass principal to discuss 1986-87 publicity plans.
	11g. Met with Cincinnati Bilingual Academy principal and foreign language supervisors to discuss recruitment plans including a flyer and brochure. The major recruitment effort is scheduled to take place this winter and spring.
	11h. Designed and produced a news release format for Rockdale Academy of Math and Science. Also took photos of their students on a field trip to Inland Waterways.
	11i. Prepared publicity materials, such as applications, program listings, and table top signs, for alternative recruitment activities to help solve overcrowding at Roosevelt School.
	11j. Produced 1986-87 alternative program listing/descriptions to accompany the application.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of October 30, 1985
11. Publicity and Marketing (Continued)	11k. Produced flyers for Junior High College Readiness, IPSIP, and Elementary IGE in an effort to have some printed information on each alternative program.
	11l. Designed stationery for Chase Intermediate using their partner-in-education logo.
	11m. Showed Alternative Slide Show to 30 West Shell realtors in Kenwood. Also showed the slide show to visiting groups from Canada and Montgomery, Alabama. Will act as a consultant to Montgomery, Alabama to help them with production of a slide show.
	11n. Academy of World Languages was featured on WGUC's PM Report on October 22, including an interview with Albert Pyle.
12. Transportation	12a. New Enrollees in Alternative Schools Forty-six at Schiel since beginning of the year.
	12b. Forty-five Percent of Yellow Bus Routes Remain in Excess of 60 Minutes - About the same as last year. - Solution, more money.
	12c. Metro Passes Second quarter passes have been sent to the schools. Stabilized. Public - 16,633; Non-Public - 4,312; Total: 20,945.
	12d. Continuing to prepare base information for EDULOG package (software for stops and routes).
	12e. Re-routing on a daily basis.
	12f. Extracurricular Passes Review needed.
	12g. Roosevelt Meeting Attended meeting representing Transportation.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of October 30, 1985 Page 7.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. A meeting was held with the Transportation Office to explore the conflict with Metro over issuing extracurricular passes to yellow bus riders. Use of bus tokens was proposed. 13b. Metro refused to consider the bus token solution. 13c. Richard Neuroth is exploring other solutions with Metro.
14. Discipline Committee	14a. A committee was established consisting of two representatives of the Communitywide Task Force, two elementary school principals, and two secondary school principals. 14b. The representatives of the Communitywide Task Force were sent copies of Board policies and administrative procedures that relate to discipline. Copies of memorandums sent to the principals detailing the procedures for suspending and expelling students were also sent. 14c. A meeting to review first quarter statistical data will be held in mid-November.
15. Unbiased Tests and Policies	15a. A study is underway to describe procedures that have been followed as existing tests were selected or developed.
16. Unbiased Placement of Students Within Buildings	16a. No change in status. A report will be made next month.
17. Information Centers	17a. A meeting was held with representatives from the Alternative and Communications offices to plan the recruitment schedule of information specialists for the 1985-86 school year. 17b. Due to a shortage of space in eastern area schools, all four information specialists will be housed at Millvale Elementary School for the 1985-86 school year. We are appreciative for Mr. John Listach permitting us to remain at Millvale another year.

J-127

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of October 30, 1985
17. Information Centers (Continued)	17c. All four information specialists plan to return to work beginning on December 2, 1985.
18. Evaluation of Settlement Agreement Activities	18a. The evaluation report on alternative programs during the 1984-85 school year has been completed and distributed. 18b. Special analyses on the Taeuber Index are being conducted to provide background information for a long-range plan. 18c. Plans have been completed for the in-depth evaluation of selected alternative school programs.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component		Status as of September 25, 1985
1. Communitywide Task Force	1a.	The Task Force met September 9, 1985.
	1b.	Three Task Force members testified (as individuals) at the September 12, 1985 Bronson court hearing about their (and the NAACP's) concerns about the Settlement. The Task Force will attempt to discuss these concerns in future meetings.
	1c.	The Task Force is planning to bring Dr. Gary Orfield to speak in Cincinnati November 21, 1985.
2. Facilitator	2a.	Continuation of normal activities.
	2b.	The Facilitator attended the court hearing of parties.
3. New Alternatives	3a.	Site application packet sent to all elementary and middle/junior high schools, LSACs, and community councils on the alternative programs for implementation in September, 1986.
	3b.	A reminder letter, as a follow up to the packet, is being sent under the Superintendent's signature on September 26, 1985.
	3c.	John Clark is meeting with the Shroder LSAC regarding the Paideia program on September 25, 1985, and the Roll Hill LSAC on the Reading/Language Arts Demonstration Center program on September 26, 1985. The assigned community specialist will be present.
	3d.	Cincinnati did not receive a Magnet schools grant award. Forty-four of one hundred and twenty-seven applications were funded. Reasons for non-acceptance are to be forwarded.

J-129

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of September 25, 1985
4. Existing Alternatives	4a. Applications received and processed as of 9/25/85 - 14,568 Total acceptances in all alternative programs (new pupils) as of 9/25/85 - 5,605 Percent Black accepted - 53.2% Compared to same period, first week of September, 1984: - 10,791 applications received and processed - 5,534 accepted - 48.5% Black accepted 4b. Enrollment in new alternative programs: Primary Arts Enrichment 181 88 Black 93 Non-Black % Black 42.2 Academy of World Languages 93 59 Black 34 Non-Black % Black 63.0 Primary Physical Education 220 145 Black 75 Non-Black % Black 65.9
5. Open Enrollment	5a. Open enrollment - elementary level (as of 9/6/85): 237 accepted Open enrollment - elementary level (as of 8/31/84): 281 accepted 5b. Open enrollment - secondary level (as of 9/6/85): 355 accepted Open enrollment - secondary level (as of 8/31/84): 393 accepted
6. Other Means for Reducing Racial Isolation	6a. No change in status. First meeting of the year for Committee J will be held the first week in November.
7. Low Achieving Schools	7a. Staff meetings and inservice programs at the school level focused on program plans for the 1985-86 school year. Budgets were reviewed and disseminated for comparison with EPIC printouts. 7b. Evaluation report on the first year's activities completed and prepared for distribution.

J-130

SOS
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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of September 25, 1985 Page 3.
8. Staff Development	8a. A number of books and kits regarding racism and sexism have been added to the Professional Library and could be used for small group inservice. Most kits have a filmstrip, cassette, and users manual. 8b. State Department meeting regarding use of State "Curriculum Guide for Successful Teaching in a Desegregated Setting" is scheduled for September 25 at the Staff Development Center. 8c. Hosted SAGE thinking skills conference. 8d. Began TESA training at Crest Hills Middle School. 8e. Extended Staff Development Center opening time to include the third Saturday of each month, 7:30 a.m. - 2:00 p.m. 8f. Began new Entrance and Renewal program for administrators and prospective administrators.
9. Staff Racial Balance	9a. All personnel transactions for the teaching staff were conducted in compliance with the Board of Education policy on staff racial balance. As of this date, all schools are in compliance with that policy with the exception of the Sands Montessori program. 9b. Over twenty Cincinnati Public School teachers participated in the Montessori training program through Xavier University this summer. Of these, eight were Black. We now have Black staff members available to be transferred to the Sands program when vacancies occur. 9c. A report providing the teaching staff composition for all schools will be available upon receipt of the staff analysis prepared by the Computer Services Branch. This report is usually received during the month of November.

J-131

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of September 25, 1985
10. Housing Plans of City	10a. Received notice of two proposed CMHA acquisitions. One was at 272 Avalon Avenue in the Hartwell attendance area, and would not likely have any negative impact on the Taeuber. The other site was at 160 W. 73rd Street in the Bond Hill attendance area. A CMHA unit at this site probably would have a small negative impact on the Taeuber Index.
11. Community Education	11a. Distributed public relations fliers to all principals, directors, and superintendents. The City's Department of Neighborhood Housing and Conservation will disseminate 300 fliers throughout the community.
	11b. Sent requests to principals to update LSAC membership lists from 1984-85 by October 1.
	11c. Attended a meeting to plan a community communications workshop with representatives from the Communications Branch, the City, and Cincinnati Cable Access Corporation.
	11d. Coordinator met with an administrator from Dayton Public Schools to explain the advisory process.
	11e. LSAC staff participated in a meeting of the LSAC Steering Committee.
	11f. Attended a meeting of the training coalition formed last summer to discuss follow-up with community groups.
	11g. Coordinator participated in a meeting of the state-wide Community Education Technical Assistance Network (CETAN).
	11h. Coordinator and Budget Director attended an OSBA seminar on educational foundations.
	11i. Reproduced a summary of budget recommendations to include in the Detail Budget Presentation book.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of September 25, 1985
11. Community Education (Continued)	11j. LSAC staff made recommendations to the Superintendent regarding the future of the Council on LSACs.
	11k. LSAC Specialists met with principals in their assigned schools. Newly appointed principals were given priority.
	11l. Efforts to increase participation resulted in individual recruitment, plans for establishing a single parent group in one school, and continued work with an area LSAC group in Price Hill.
	11m. Thirty central office staff were recruited to serve in a volunteer capacity as LSB contacts.
12. Publicity and Marketing	12a. One prospectus received and referred to the Alternative Schools Committee.
	12b. New primary alternative programs featured in news media: Channel 9 (9/3), Post (9/5), and Enquirer (9/8).
	12c. Computers Unlimited program featured in news media: PSAs and a 5:30 p.m. news feature on Channel 5 TV (9/3), Enquirer photo story (9/5), Post (9/5), WGUC P.M. Report featured Dr. Barron highlighting uniqueness of program, WCKY talk show featured Dr. Barron during the week prior to the Open House.
	12d. Met with College Hill principal to discuss promotional tools for 1986-87 school year.
	12e. Completed program descriptions and artwork for 1986-87 alternative applications.
	12f. Continued to conduct interviews and write copy for the general alternative booklet.
	12g. Showed "Discover Adventures in Learning" slide show to approximately 350 new teachers.
	12h. Began working on an Enquirer newspaper supplement to promote alternatives in the community and to parents. The booklet will be 12 pages. Approximately 90,000 will be distributed through the Enquirer and 20,000 in the schools, and upon request through FACTline.

J-133

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of September 25, 1985
13. Transportation	13a. We have prepared transportation for 42,000 pupils. This number exceeds last year's number on opening day by 4,000 pupils.
	13b. Extracurricular transportation is in place and being used. It is administered through the Department of Curriculum and Instruction.
	13c. We are running 483 yellow bus routes this year into public, private, and parochial schools.
	13d. The Transportation Budget has risen $2.5 million over last year.
	13e. Communications with the parents have improved by early mailing of routes and remailing of routes when route changes are made due to new enrollments or changes in locations of pupils.
	13f. During the last school year, over 68,500 census changes occurred in either school, address, or grade which caused transportation to be re-scheduled for these pupils.
	13g. A new computer system to schedule transportation will be installed during this school year.
	13h. It is impossible for the Pupil Transportation Branch to meet the 45 minute goal in the Tuchfarber Report, as many pupils that are transported live further than 45 minutes from school.
	13i. We continue to have a problem with pupils using Queen City Metro passes in the downtown area after school. The Cincinnati Chamber of Commerce, Downtown Council is meeting to see what can be done about this problem.
14. Extracurricular Activities Involvement (Non-Neighborhood Students)	14a. A study completed by the Evaluation Branch indicated that transfer students (primarily alternative and open enrollment students who attend a school other than their assigned neighborhood school) do participate in extracurricular activities at a very high rate. The study indicated that the rate of participation by transfer students exceeded the rate for neighborhood students.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of September 25, 1985
15. Unbiased Tests and Policies	15a. A study has been planned to determine and document the extent to which the locally developed CIMS and Minimum Competency Tests were reviewed for cultural bias during their development.
16. Unbiased Placement of Students Within Buildings	16a. The computerized scheduling procedure does consider race as classes are being formed, and efforts are made through this procedure to have racially balanced classes.
17. Information Centers	17a. Alternative Program Information Specialists did not work during the month of September. Specialists will return to work on December 2, 1985.
18. Evaluation of Settlement Agreement Activities	18a. A study on the involvement of transfer students in extracurricular activities has been completed, and a summary report has been distributed. 18b. An evaluation of the open enrollment program has been completed and reported. 18c. An evaluation study on the low achieving schools program has been completed. 18d. A draft of the evaluation report on alternative schools has been prepared. 18e. Special analyses on the Taeuber Index have been completed to determine the effects of various organizational changes on the index. 18f. A special analysis of the Rockdale alternative program has been completed. 18g. We participated in a meeting with representatives from the Communitywide Task Force to discuss procedures regarding the Taeuber Index.

J-136

MINUTES OF COMMUNITYWIDE TASK FORCE

9/85 - 8/86

Minutes of the Communitywide Task Force Meeting held August 4, 1986 at 7:00 p.m. at the University of Cincinnati Library, Room 641.

The following members were present at the meeting: Robert S Brown, Cheryl D. Grant, Duane Holm, Karla Irvine, Nelson Schwab, Jr., and Monty Whitney. Those not present were: Marilyn Hoehne, Patricia Johnson-Baker, Lillian Jones, William Seitz, Halloway C. Sells, Marian Spencer, Louise Spiegel, Dwight Wilkins, and Dr. Robert Evans, the Facilitator.

Cheryl Grant, as co-chair, opened the meeting.

Cheryl Grant gave an overview of the outcome of the meeting with the Greater Cincinnati Foundation. She said that they received a warm reception from the Foundation. It was more questioning than anything else; however, this is what they were expecting and were kind of prepared to deal with them. The Foundation's concerns were the same as ours, and we advised the Foundation that we were trying to resolve them. What the Foundation liked best was the fact that we intended to use volunteers to assist in the dissemination of material as outlined on Table 4. Their overall concern was the vagueness of the flow chart.

Cheryl Grant said that she received a call back from the Foundation on the same day that they attended the hearing. The following suggestions were given to the Task Force for possible utilization in the written proposal to be submitted by August 20th, 1986.

1) It was suggested that the Task Force might like to form an Advisory Committee consisting of people like Jack Brown of Burke Marketing, Dave Ferris, and possibly someone from Procter & Gamble, to advise the Task Force during the duration of the contract as to whether or not the ideas being submitted by the consultant firm are good marketing ideas.
2) The proposal should address a timing--how much time will be utilized to collect information, disseminate information, etc. They were also wondering if any research firms have already checked with parents regarding their utilization, and from those interviews determine why parents buy into the school system.
3) The flow chart is too vague. It needs to address who is going to do what, when, and how it is going to be accomplished.
4) It is necessary that the firm consult with school leadership. A working relationship with the school system needs to be developed.

Cheryl Grant advised that she received some guidelines with regard to preparing a written proposal, and that she has gone over these guidelines with the consultant firm. It is necessary that the Task Force prepare a brief paragraph about its organization. The key issue on the guidelines is the budget for the project. The Foundation is concerned about the way the budget was submitted. They cannot accept the fact that the proposal is going to go $88,000 for the consultant firm and $12,000 for the Task Force. How the money is going to be used must be specifically set out. Since the Task Force is asking for $100,000 the budget needs to reflect this amount. The Foundation was also of the opinion that if you are going to work with volunteers, you need to show how you are going to make that happen, who will coordinate that effort, and this needs to be reflected in the budget. Cheryl suggested to the consultant firm that they re-write the budget and use the sum of $7,000 to help make Table 4 work, and leave the Task Force the sum of $5,000 to cover administrative costs, workshops, etc.

Nelson Schwab said that he was requested by the Foundation to be present at the hearing but not be in on the discussions. He said that the Task Force did an excellent job on their presentation, and that the synopsis was well written.

Cheryl Grant said that Bill Seitz took over the drafting of the synopsis for the proposal, but that he is now out of town. Someone needs to work with the guidelines, with the consultant firm, and come up with a proposal that will make sense to some business people. The information is available, but it needs to be drawn together in one document to show how, when, and where which the Greater Cincinnati Foundation can understand. Cheryl recommended that the Task Force re-institute the Proposal Committee which was made up of Nelson Schwab, Karla Irvine, and Chuck Sells, and add Bob Brown to that committee. The committee could assign an area that they would individually monitor so that there would be no question as to who was doing what. The committee can monitor EWT and make sure that the proposal is written in a way that the Foundation can understand and that this is completed by August 20th. The Task Force needs to show to the Foundation that it does have a mechanism for decision-making, accountability, etc. The committee can let EWT take the lead, but it definitely needs to be involved in order to produce a proposal that can clear up some of the concerns of the Foundation.

The committee will act as a watchdog and periodically meet with the consultant firm to make sure that they are aware that their agency will not receive any payment without the approval of that committee. The committee will make sure that any ideas submitted by EWT are first discussed with the Communications Branch so we are not acting at cross-purposes. The committee is willing to take the responsibility for doing the history, accountability, how payments and decisions will be made, and the fact that the Task Force is insisting that it dovetail with the school system. The committee will see to the proposal and see that it gets in by August 20th. Nelson Schwab said that he will contact John Brunner and see if he can work something out with the Communications Branch and suggested that Bob Brown work on the decision-making, accountability, and payment areas.

Cheryl Grant advised the Task Force that she met with John Brunner, Monica Curtis, and Nikki Perkins to let them know that we intend to work with them, and make sure that the consultant firm is on key to where the school system is in distinguishing between our material and the school system's material. She advised them that any pieces of material produced by us would not reflect negatively on any product that the school system has produced. Cheryl wanted to assure them that the Task Force was on track and was not trying to undo what the school system has already done. They felt very comfortable about working with us after this meeting.

Cheryl Grant asked the Task Force if there was any comment on the suggestion of an Advisory Committee by the Foundation. It was the opinion of the Task Force that the Proposal Committee will tell about the Task Force's history, about how the committee intends to work in harmony with the Communications Branch; and if any conflict arises, the committee will then call upon outside experts to try to resolve the conflict.

Cheryl Grant said that she will call Cliff Woycke and give him a general view of what the Task Force expects from them, and will also express the concerns of the Foundation to him. She will advise him that the committee appointed by the Task Force would like to meet with just him on August 13th at 3:00 p.m. in Nelson Schwab's office located at 1900 Fifth Third Center. Cheryl said that she will be out of town until the 13th, but she will try to attend this meeting. Bill Seitz may or may not be back at that time. However, Cheryl said she will drop a note to Chuck Sells and Bill Seitz so they will be aware of this meeting when they get back. The Greater Cincinnati Foundation will not render a formal decision until September 24, 1986.

Cheryl Grant advised the Task Force that the grant will, in theory, come to the Task Force; but physically, it will go to an organization who will hold the money for us. It will not be necessary for the Task Force to incorporate in order to transmit funds. The Task Force has to approve the draws before the repository will disburse the money.

Duane Holm mentioned to the Task Force that Cincinnati is one of six cities in the running for the national headquarters for the Presbyterian Church. The cities will be narrowed down to three and they will be doing site visiting in those three cities in October and November. Duane said that he, along with Nikki Perkins, will be attending a meeting in Chicago on August 13th to tell them why they should pick Cincinnati for their national headquarters. Nelson Schwab suggested that Duane Holm take with him copies of a brochure that has been prepared by CASE which describes Cincinnati Public Schools.

The Task Force decided that since the first Monday in September is Labor Day, that it will meet on the second Monday instead at the Community Chest Building.

The meeting was then adjourned. The next Task Force meeting is scheduled for September 8, 1986 at 7:30 p.m. in Room 423 of the Community Chest Building located at 2400 Reading Road, Cincinnati, Ohio.

J-140

Minutes of a special meeting of the Communitywide Task Force held July 17, 1986 at 5:00 p.m. at the Community Chest Building, Room 402, to discuss the proposal presentation.

The following members were present at the meeting: Robert S Brown, Cheryl D. Grant, Karla Irvine, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, Louise Spiegel, and Monty Whitney. Those not present were: Marilyn Hoehne, Duane Holm, Patricia Johnson-Baker, Lillian Jones, and Dwight Wilkins. Dr. Robert Evans, the Facilitator, was also present.

William Seitz acted as co-chair of the meeting.

A copy of the revised proposal prepared by Eastman, Woycke & True, Inc. was distributed among the Task Force members present for their review.

Bill Seitz advised the Task Force that he had been in contact with the Greater Cincinnati Foundation and was informed that the Task Force will have to present the proposal themselves. The Task Force is not permitted to bring anyone else along. Therefore, whoever is designated by the Task Force to present the proposal will have to understand it thoroughly. A one page summary on the proposal has to be submitted to the Foundation by Monday or Tuesday of next week (July 21 or 22, 1986). This summary will then be distributed by the Foundation to the staff prior to the hearing scheduled for July 28, 1986 at 10:00 a.m.

Bill Seitz read to the Task Force a letter which he received from Duane Holm containing his comments. Duane Holm was going to be out of town and would not be able to attend the special meeting.

Mr. Seitz also read a letter that he had received from Eastman, Woycke & True, Inc. which contained a list of references for the Task Force to check if desired.

There was some discussion on the revised proposal and the references submitted by Eastman, Woycke & True, Inc.; and it was decided that no decision would be made until the Task Force had heard what the firm had to say regarding their revised proposal.

Eastman, Woycke & True, Inc. was then invited to participate in the meeting. Brian Eastman, Rick Winter, Roger True, and Cliff Woycke, the President of the firm, were in attendance. Rick Winter apologized for being late in getting the revised proposal to the Task Force.

Louise Spiegel requested that the firm lead the Task Force through their new action plan. The Task Force asked whether or not the budget would be the same for this new action plan as originally set forth in their first proposal. The firm advised that the budget would be the same--just divided up a little differently. The firm said that they will be seeking outside funding from other sources to help pay for additional costs. This action plan will be an ongoing process throughout the two year period. There will be a media/PR audit as set out in the Community Wide Campaign. This means that everything that is presented to the public will be documented--newspaper articles clipped, radio and TV broadcasts recorded with the times when they were aired. They will also do a marketing research as to how the campaign is going--what people think about it, and continue to do follow-up and revisions throughout the campaign. The general public will be addressed together with the sub-markets as set forth in their campaign strategy. They have a master chart of this campaign which is going across as well as down, and there is considerable amount of overlap while going through the process.

Bill Seitz asked the firm to describe what they meant by a summer incentive program. Brian Eastman said that this was a way to attract people and give them an opportunity to try a program out during the summer. This is another way of getting people to take that first difficult step toward enrollment in one of the alternative schools.

Rick Winter advised the Task Force that upon receipt of the funds from the Greater Cincinnati Foundation, all they have to do is just push the button and away they go. They said that a budget has not been established as yet because they don't know exactly how things are going to be falling. Cliff Woycke felt that the media budget would be minuscule, but that a production budget would have to be established. They intend to use student capabilities to produce, and to use the vocational schools for printing brochures thereby supplying what this program needs at minimal expense. Roger True stated that the Task Force should be able to get free space because it is a non-profit and community organization. Occasionally, it helps to buy a couple of spots; and the firm will see to it that the Task Force gets better times for its media presentations. Mr. True also felt that until the firm gets involved with the actual research and development of the campaign, it is hard to determine exactly where each piece is going to fit.

Karla Irvine was wondering how the firm was going to identify the affected neighborhoods and local schools as mentioned in sub-market #1. Rick Winter said that Mrs. Perkins has a great big chart in her office which shows the racial mixture of the school district.

Dr. Evans asked the firm what kind of number are they talking about with regard to relocating prospects--how many are there in Cincinnati in a given year? He also stated that the majority of these relocating prospects at the present time are not coming into the city. Dr. Evans also asked what kind of number are they talking about with regard to preschool parents and motivated parents. Are there enough in these categories to make any difference? How many are currently identified as having already made their choices? He stated that 16,000 children are making those choices now--how many more are there? Brian Eastman stated that the firm simply doesn't know as yet.

The firm stated that they realize that something else needs to be done in addition to alternative schools. They feel that open enrollment needs to be sold, and this was also recommended in the Tuchfarber survey. They need to find out what each of the target schools has to offer which would give people a reason for going a little out of the way to enroll in their particular program. They also intend to use parents and students who are very enthusiastic about their programs and schools. They will work in conjunction with Cincinnati Public Schools. It is necessary to have cooperation in order to coordinate this plan. They see themselves working on this plan on a daily basis. They have already put in around 450 man hours on this project thus far. They are aware that it will take approximately 3,500 perfect moves to reach the Settlement Agreement goals.

Karla made a motion that the Task Force go ahead with Eastman, Woycke & True's plan contingent upon them making Cliff Woycke the Program Director rather than Rick Winter. If this is not agreeable with them, then the Task Force would look into the other proposals. This was seconded by Chuck Sells and unanimously approved. After much discussion, the co-chairs were charged with following up on this decision. If the firm is agreeable with this, then the Task Force needs to think about how they intend to work with the firm on an ongoing basis.

It was the decision of the Task Force that Cheryl Grant and Bill Seitz, as co-chairs, will represent the Task Force in presenting the proposal to the Greater Cincinnati Foundation. Cheryl and Bill will meet with the firm prior to the scheduled meeting to become fully informed of all of the facts.

The meeting was then adjourned. The next Task Force meeting is scheduled for August 4, 1986 in the University of Cincinnati Library, Room 641, at 7:30 p.m.

Minutes of the Communitywide Task Force Meeting held July 7, 1986 at the University of Cincinnati Library, Room 641.

The following members were present at the meeting: Cheryl D. Grant, Marilyn Hoehne, Duane Holm, Karla Irvine, Lillian Jones, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, and Louise Spiegel. Those not present were: Robert S Brown, Patricia Johnson-Baker, Monty Whitney, and Dwight Wilkins. Dr. Robert Evans, the Facilitator, was also present.

Cheryl Grant, as co-chair, opened the meeting.

There were no committee reports.

Cheryl Grant asked Karla Irvine whether or not she would like to serve on the Board's Long Range Planning Committee, as she needs to get a response to the Board if anyone is interested in serving on that committee. The committee meets every Wednesday from 4 to 6 p.m. Karla said that she would be willing to serve on this committee.

Cheryl Grant said that she will try to get the letters to the State representatives regarding two bills that are pending completed within the next month or so.

Cheryl Grant then discussed the letter that was received by Eugene Snavley, Executive Vice President of Cincinnati Board of Realtors, Inc. They responded to a letter written by us and are awaiting further instructions. A committee needs to be formed consisting of representatives from the Board of Realtors, CBC, Chamber of Commerce, CASE, and HOME. Someone from the Task Force is needed to coordinate the meeting of this committee. The purpose of the meeting is to convince the Board of Realtors to develop guidelines on how to sell the public school system along with the suburban schools. It was suggested that maybe Karla Irvine would be willing to coordinate the various agencies. Karla felt that since she would be representing HOME someone else from the Task Force should do the coordinating of this group. Karla suggested that Bill Seitz might be willing to convene the group and Cheryl Grant said that she would discuss it with Bill Seitz. Duane Holm said that Karla would be the most likely person to coordinate this group since she knows all about the situation, and that maybe HOME should get another representative.

The background and experience of the selected public relations firm, Eastman, Woycke & True, Inc. (EWT), was discussed by the Task Force. A verbal presentation of the proposal before the Greater Cincinnati Foundation has been scheduled for July 28, 1986 at 10:00 a.m. This will be followed by directions as to the written proposal, and ultimately it will go before the Distribution Committee in September. In addition to the background and experience concern, Dr. Evans said that he had three major concerns regarding the proposal submitted by EWT. 1 - the fact that they expect to sell both parents and students the benefits of the school system and living in the city rather than sell integration. We should not pretend that we are doing something else when integration is what it is all about, but the case is not either/or. 2 - we have 18 months to make an impact. In December of 1987 there will be a hearing before the Court to determine where we are in this whole process. Whatever we plan to do has to be significantly done between now and then. Dr. Evans said that he has no doubts whatsoever that the terms of the settlement will be met in the allotted time. 3 - the budget in the proposal didn't seem to add up.

Louise Spiegel mentioned that an item appeared in the newspaper entitled "City Schools Win 12 Year Old Suit." Because of this success, the school system will receive funds that have been set aside pending the outcome of the suit. Louise Spiegel feels that we need to monitor these funds to make sure they go where they are suppose to go. She thought that maybe the Task Force could apply for the funds for the purpose of disseminating information to the community.

Duane Holm mentioned that the national Presbyterian Church U.S.A. is looking for a home and Cincinnati is one of the cities in contention. The final decision will be made next June. The school system could benefit from this if Cincinnati is chosen.

The firm of Eastman, Woycke & True, Inc. had been requested by the Task Force to attend this portion of the meeting to further discuss the proposal submitted by them. Brian Eastman, Rick Winter, Roger True, and Lou Cook were present to represent the firm of EWT. Each member of the firm stated their status within the firm and what their connection was going to be on this particular assignment. Brian Eastman said that since everyone was going to be working together, he wanted to know a little bit about each of the Task Force members. The members present then identified themselves and gave a little background information. Rick Winter stated that he will be the Project Director of this assignment and that any questions can be directed to him at his office. He was wondering if the Task Force wanted one or all of them to attend future meetings. Cheryl Grant advised that the meetings are held on the first Monday of each calendar month at 7:30 p.m. For the next five months, the meetings will continue to be held at the University of Cincinnati Library in Room 641. After that time, it is undecided as to where the meetings will be held. Cheryl also said that the Task Force consisted of 14 members. Rick Winter wanted to know what role the Task Force was going to play. Cheryl said that the Task Force had hoped to discuss the written proposal and other issues of concern with them at this time to prepare for the verbal presentation before the Greater Cincinnati Foundation on July 28, 1986 at 10:00 a.m. Nelson Schwab pointed out that the staff members of the Foundation are very penetrating in analyzing a proposal. They are going to scrutinize background and references which have been been furnished by the firm. An hour has been allotted to the Task Force for its verbal presentation, which is four times longer than normal. Ultimately, the Distribution Committee reviews the written proposal in addition to the recommendations made by the staff members of the Greater Cincinnati Foundation.

Marian Spencer asked the firm to respond to the fact that the amounts in the budget didn't add up. Upon a more closer review of the budget, it was found that the two subtotals for Year 1 did total $70,850 and that when you added the total for Year 2 of $17,600, the estimated project total was $88,450 as set out in the budget prepared by EWT. The subtotals were a little confusing but the budget total as set forth is correct.

Cheryl Grant then asked the firm to respond to another issue raised regarding selling benefits rather than integration. Rick Winter advised that integration was being sold through the benefits of a well researched and time consuming marketing communications effort. He said that they intend to go into those areas which are not racially balanced. They will get people talking about integrating the school and the community they are in. You have to give the people a sense of ownership. This is what will come forth. Every school has a benefit. That benefit has to be found. Maybe it hasn't been sold correctly, but that benefit is there. One particular benefit is alternative schools. The fact that we have excellent schools and excellent housing needs to be brought out. They intend to find out why parents send their children to other schools rather than Cincinnati Public Schools. You need to have community involvement and ask questions. If you don't know why, how are you going to provide the answers that are needed. When you know why, that sets the focus on how to get them to change their minds. The community is going to know that integration is what it is all about. People don't buy features, they buy benefits that features give them. Once this is determined, the benefits can be emphasized to the entire community.

Louise Spiegel wanted to know what the public is suppose to believe when there is a media blitz. How do you deal with the perception of the schools just from reading the newspapers. Nelson Schwab stated that part of the whole thrust of what the Bronson Settlement is talking about is doing something with the schools as they now exist — achieve within the system itself a better mix. Rick Winter stated that they will look at target schools, find out what it is the parents want, and show them how they can get it.

Marian Spencer stated that there was an article in the newspaper within the last 10 days which listed quality schools. Not one public school was listed as a quality school. Who determines what quality is. Again, is it only perception or is it actual.

Dr. Evans then asked the firm to describe the Bronson Settlement. This was done by Rick Winter, but Dr. Evans felt that a few minor details were left out. He again mentioned that the hearing is coming up in December 1987 and everything had better be pretty much in place by then. He felt that the Task Force needs to hear something with more substance.

The matter of bringing in David Myers from San Francisco was then discussed. The Task Force was concerned about the funds set aside in the budget for this when there are a number of qualified people here in the city. Brian Eastman then stated that David Myers had four backgrounds, which tied into one man, is what interested them. David Myers was a former Board member in Wilmington, Ohio; did journalism for the Wilmington newspapers; is widely accepted as a psychotherapist--exceptionally good at hearing what someone is saying and being able to determine the first, second, and third emotional levels of what is really going on; and is a marketing man.

The members of the firm were then asked by the Task Force to elaborate on their individual backgrounds and experience which gives them the expertise to accomplish what has been requested of them. Each member then informed the Task Force of their individual backgrounds and experience.

Marilyn Hoehne stated that no mention has been made of cultural differences and she feels that this is an extremely important reason as to why some schools are completely black or white.

Louise Spiegel mentioned that there are many teachers and principals within the school system who are seldom asked for their voice. She thought that maybe this could be a sector that could be productive.

Nelson Schwab requested that the firm furnish a few names of accounts that are over $100,000 that they have been or are presently involved with. Also, he would like the names of their immediate supervisors with regard to their past experience.

Rick Winter wanted to know what the Cincinnati community knew about the Task Force. Backing of the media is the first thing that he wants to achieve--editorial support to start with--and then go on TV, radio, and cable TV. The people need to be informed of the fact that the Task Force members are volunteering their time to achieve the objectives of the Bronson Settlement Agreement.

Cheryl Grant again stated that 18 months is not a lot of time. We need an action plan. The Task Force needs to know what your plan is, what goals you have set up for yourself to measure your success, and how you plan to measure that. The proposal needs to be concrete, otherwise the Task Force is going to have some problems when applying for the grant from the Greater Cincinnati Foundation.

Many of the people that the firm will be facing are people who are used to establishing concrete goals and objectives, and where they want to go and what to do.

Marilyn Hoehne stated that whatever plan of action is developed, it is going to have to be something that has not already been done in some form or another by the Cincinnati Public Schools' Communications Branch. The written proposal that has been submitted by EWT is not going to be enough to get the grant from the Foundation. The Task Force needs to feel comfortable with you when it goes before the Foundation. Chuck Sells suggested that we should try to sell what is working, and see whether we can expand that in various other areas; or come up with other ideas that could help the integration in Cincinnati Public Schools be accepted. Louise Spiegel felt that the plan should be precisely based on the Bronson Settlement Agreement.

Cheryl Grant requested that EWT get back with the Task Force in ten days to advise what they have done. If they have any questions, they should call and talk with someone. A list of the Task Force members was given to them for their information. The Task Force needs to know what is going to happen before it goes before the Foundation. EWT is to get back to the Task Force with an action plan, some time tables, how they plan to meet and measure the action plan, and some references. They should also be familiar with the Bronson Settlement Agreement. It was suggested that they get in touch with the Board of Education to see where they are and understand what they are doing. EWT will send a copy of the revised proposal directly to each of the Task Force members.

Cheryl Grant then suggested that the Task Force have another meeting to review the revised proposal prior to going before the Greater Cincinnati Foundation on July 28, 1986. The Task Force should decide whether or not they want to get together as a smaller committee or whether to get together as a whole group. It was decided that there will be another meeting of the Task Force on Thursday, July 17, 1986 at 5:00 p.m. at the Community Chest Building located at 2400 Reading Road, Cincinnati, Ohio in Room 402. If any of the members are not able to attend, they should see that their comments are delivered to Karla Irvine's office before 5:00 p.m. on July 17, 1986.

The meeting was then adjourned. The next Task Force meeting is scheduled for July 17, 1986 in Room 402 of the Community Chest Building located at 2400 Reading Road, Cincinnati, Ohio at 5:00 p.m.

Minutes of a special meeting of the Communitywide Task Force held June 23, 1986 at the Community Chest Building, Room 402, to hear and discuss proposal presentations.

The following members were present at the meeting: Robert S Brown, Duane Holm, Karla Irvine, Lillian Jones, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, Louise Spiegel, and Monty Whitney. Those not present were: Cheryl D. Grant, Marilyn Hoehne, Patricia Johnson-Baker, and Dwight Wilkins. Dr. Robert Evans, the Facilitator, was also present.

William Seitz acted as co-chair of the meeting.

Each group verbally reviewed their presented proposal with little essential deviation from the original materials.

The proposal submitted by Carla Benninga Associates was presented by Carla Benninga, Judy Green, and Doris Jackson. Their strategy is to promote a positive image focused on quality education, racial balance, and the success of the schools.

The proposal submitted by Bride Associates was presented by Joe Bride. Bride Associates' proposal emphasized their ability to capitalize upon local and national resources.

The proposal submitted by Eastman, Woycke & True, Inc. was presented by Brian Eastman, Rick Winter, and Mr. True. This proposal was focused on the utilization of the corporate model for marketing.

The proposal submitted by Dan Pinger Public Relations Inc. was presented by Dan Pinger and his colleague, Dr. Lawrence C. Hawkins. This proposal is built on creating leadership teams at the various schools, who can then recruit their selected program.

After each of the presentations, a short discussion followed. Karla Irvine asked each of the presenters what they would do if it was decided that alternative programs alone were not sufficient to meet the goals of the Settlement Agreement and such things as re-drawing boundary lines and closing of schools were necessary. All of the presenters stated that this would be something that they would have to devote more thought to.

Dr. Evans advised the Task Force that they needed to consider the timeline impact of any proposal, and that the Bronson Settlement is to be completed in five years; but more importantly, measurable progress must be shown in the next fifteen months.

Members of the Task Force then individually rank ordered their choices among the proposals. That data was then used to establish the Task Force consensus. Discussion followed to determine if a run-off would be held between the two highest rated proposals. Said vote was taken and the firm of Eastman, Woycke & True, Inc. was chosen. It was decided that Eastman, Woycke & True, Inc. would be invited to the July meeting for the purpose of expanding the proposal to develop a fundable project.

Bill Seitz shared with the Task Force a letter that he received from Eugene F. Snavley, Executive Vice President of Cincinnati Board of Realtors, Inc. He also checked with the members as to whether or not they had received from Tom Mooney the Report of a Teacher/ Community Task Force on Low Achieving Schools. Mr. Seitz also said that he had received a response from Mr. Brokamp regarding waiver of tuition for children of teachers and administration who live out of the district. Mr. Brokamp advised that there are two bills currently before the House and Senate which would give boards of education permissive authority to allow children of non-resident full-time employees to attend district schools without paying tuition. It is highly probable that either or both of these bills will pass both bodies in November, to be effective for September of 1987. Mr. Brokamp intends to await their passage and then to invite all personnel to grasp the waiver of tuition opportunity offered by State law. Bill Seitz thought that it may be helpful if the Task Force would write to the sponsors of these bills and urge their passage. Duane Holm agreed with this and thought that two letters should be written with copies to the legislators of Hamilton County.

Karla Irvine also shared with the Task Force a letter that she had received from the Cincinnati Board of Realtors, Inc. requesting her support for a concept: well-informed buyers make the best housing choices. Karla said that the concept is an excellent one, but that the kind of information collected may not do justice to the Cincinnati schools visa vis the suburban districts. She has requested of Adoria Perkins to review the kinds of information which should be collected with the appropriate persons at CPS. She will give a follow-up report on this at the next Task Force meeting.

It was also suggested that maybe we would like to invite the Greater Cincinnati Living Campaign to one of our meetings.

The meeting was then adjourned. The next Task Force meeting is scheduled for July 7, 1986 in the University of Cincinnati Library, Room 641, at 7:30 p.m.

Minutes of the Communitywide Task Force Meeting held June 2, 1986 at the University of Cincinnati Library, Room 641.

The following members were present at the meeting: Duane Holm, Karla Irvine, Lillian Jones, Nelson Schwab, Jr., William Seitz, Marian Spencer, and Louise Spiegel. Those not present were: Robert S Brown, Cheryl D. Grant, Marilyn Hoehne, Patricia Johnson-Baker, Halloway C. Sells, Monty Whitney, and Dwight Wilkins. Dr. Robert Evans, the Facilitator, was also present.

William Seitz, as co-chair, opened the meeting.

It was suggested that the minutes should reflect some of the particulars with regard to the presentation given by the Board members, and the following are to be included in the minutes:

- should be open and frank about the relationship of the plan to the Bronson settlement
- cost of the consultants and the excessively laborious procedure in getting to the plan
- the fact that the presentors didn't seem to have a uniform story to tell about the whys and wherefores
- by-passing of the current administration.

Louise Spiegel made a motion to approve the minutes with these additions, which was seconded by Lillian Jones, and unanimously passed.

Louise Spiegel said that she attended a Board of Education meeting where the public was invited to give their input concerning several different areas. About 20 people from the public were present. The introduction from Dr. Rose McDermott was similar to what she said to the Task Force. However, the facilitators asked entirely different questions. She felt that there is a great deal of confusion as to what it is all about.

Duane Holm gave a slide presentation on the comparison of Cincinnati with Cleveland, Columbus, and Dayton--large cities in Ohio that have gone into desegregation recently--Cincinnati by settlement in 1984, Cleveland by court order in 1980, Columbus by court order in 1979, and Dayton by court order in 1976. The slides were related to total enrollment, black and white enrollment, percentage of black enrollment, and the elementary Taeuber Index.

Cincinnati's total enrollment dropped from 70,000 to a little over 50,000; Cleveland's dropped from a little over 130,000 to 75,000; and Columbus' dropped from a little under 100,000 to a little over 65,000. Cincinnati and Dayton look a lot alike in all of their characteristics.

Both black and white enrollment in Cincinnati has dropped, but black has dropped more, and they both leveled off in 1981-82. Cleveland had much more of a drop in their white population than in the black population. Columbus had a much steeper drop in the white population than in the black. Dayton also had more of a decrease in the white population. There was more white flight in Cleveland than in Cincinnati. There was a considerable loss of black people in Cleveland prior to the court order which leveled off after that.

The percentage of black population in Cincinnati has increased from 50 to 58% and has slowed down in recent years. Cleveland started with a higher percentage of black population, but has increased more than Cincinnati over the years and has since leveled off. Columbus has the smallest black percentage which is now at 44%. Again, Dayton is remarkably similar to Cincinnati even though desegregation came at a much earlier time.

The Taeuber Indices are just for elementary schools. The index only measures the system as a whole and it is a measure of voluntary desegregation. The elementary Taeuber Index in Cincinnati dropped from the mid 70s to just 48.6. The elementary Taeuber Index at the end of the court settlement should be 35.6. Cleveland started with a tremendously high Taeuber Index of 91 or 92 and dramatically dropped down to 20, but has climbed up to 29 in the last year. Columbus started out with a lower Taeuber Index than Cincinnati, but it dropped dramatically in one year of the court order to 17 or 18, and has been held at 16 year after year. Dayton started with a very high Taeuber Index in the 80s and dropped dramatically down to 20, and has sort of gone back and forth since then--as high as 25 and as low as 19. This is better than Cleveland but not as good as what Columbus did.

There was much discussion on the questionnaire that was sent to the Task Force members by Virginia K. Griffin asking for their responses with regard to topics for the Long Range Plan. It was mentioned that it would be very appropriate for this group in the not too distant future to come up with some type of position statement rather than strategies, since December, 1987 is the mid point of the settlement. It was decided that Cheryl Grant and Bill Seitz should appoint a committee and possibly come back in July with a position statement. Anyone who is interested in being on this committee should let Bill Seitz or Cheryl Grant know. In the meantime, if an individual wishes to respond to the questionnaire, they may do so, but they should make sure that they are not speaking on behalf of the Task Force.

Mrs. Spiegel asked Dr. Evans to highlight his performance in regards to the settlement. Dr. Evans advised that the settlement establishes the facilitator's position in vague terms. The key to the Bronson settlement is who is responsible for developing and implementing it, and that is the Board and the administration. Dr. Evans said that he is bringing in Ron Nieman as an outside evaluator in about two weeks for an evaluation of the low achieving schools (LAST). He is going to try to take one or two segments of the settlement each year and do an in-depth evaluation. He said that Judge Rice is pleased with where the Task Force is. When the Judge reads the minutes, he sees that the Task Force is spending a lot less time in determining what the Task Force's role and functions are, and doing more. The facilitator is suppose to submit timely reports to the Court. He will be doing an annual report. He is going to shoot for another report in October. In between times, he will be doing reports on topical things, such as the LAST schools.

Dr. Evans showed a video tape on the implementation for effective schools. There are five necessary correlates for effective schools.

1. Strong instructional leadership by the principal
2. Instructional focus
3. Orderly school climate
4. Teacher behavior which conveys high expectations
5. Program evaluation and measurement

The LAST schools are part of the SIP program, which is based on the five correlates stated above. Dr. Evans suggested that maybe the Task Force could write another proposal to the Foundation or something to underwrite the placing of these tapes in some buildings other than the SIP buildings. A set of these tapes in a school could bring about a whole different set of attitudes on the part of the teachers. What happens between kids and teachers is still the bottom line. This could be something for the Task Force to get involved with. A set of these tapes runs about $1500. It would take about $25,000 to put tapes in about 10 to 12 buildings around the district. To measure the effectiveness, you look at the achievement data. He suggested that the Task Force should wait and see what the experience is with SIP this summer; see what kind of data gets generated around the LAST schools' report; and in September, at that point, if the Task Force wants to do something regarding these tapes, then it might be discussed again at that time.

Marian Spencer said that she had questioned the fact as to whether the desegregation funds could be properly used by the Long Range Planning Committee. She said that she has since found that this can be done.

Dr. Evans advised the Task Force that an outside accounting agency has just completed a report and by the next meeting, the Task Force should be receiving a copy of that report. This report will be an official accounting to the State by a CPA with regard to the expenditure of desegregation funds.

Bill Seitz read to the Task Force a letter which he was asked to prepare addressed to Mr. Brokamp and similar to the letter sent to Tom Mooney suggesting that supervisory level personnel be encouraged to send their children to Cincinnati Public Schools. Since there were no corrections or additions to the letter, Bill Seitz will send it on to Mr. Brokamp.

Bill Seitz then read to the Task Force the response letters that were received from the major brokers with regard to changing their advertising practice of steering homebuyers away from the City of Cincinnati. Responses were received from Barbara Glueck, past president of Cincinnatians Active to Support Education (CASE), Grady Realtors, and Dr. Lorena O'Donnell. Mr. Seitz said that he also talked with Rob Sibcy who said that he had not received the letter. He then explained the matter to him on the phone. No response has been received from Parchman & Oyler. In one of the response letters, it was mentioned that there is a group called "Cincinnati Living Campaign" which is composed of bankers, realtors, insurance people, etc., and that it might not be necessary to appoint a similar committee to look into the school situation. It was suggested that the Task Force wait for a response from the Board of Realtors; and in the meantime, Karla will talk with someone who is a member of the Cincinnati Living Campaign for further information on this group.

Bill Seitz also read a letter to the Task Force that was received from some of the staff at Gamble Junior High School regarding the dropping of the State DPPF program at their school. Dr. Evans said that he will look into this matter.

It was decided that another meeting will be held in three weeks to review the proposals that have been received. Copies of the proposals will be sent to the Task Force members for review prior to the meeting which will be on Monday, June 23, 1986 at 7:30 p.m. in Room 402 of the Community Chest Building located at 2400 Reading Road, Cincinnati, Ohio. Each company submitting a proposal will be invited to attend this meeting at different intervals to give a fifteen minute oral presentation regarding their proposal. Dr. Evans will send a letter to the companies submitting proposals inviting them to attend this meeting.

Duane Holm brought up the subject of replacing black teachers who are retiring. It was suggested that maybe Roger Effron, the new Director of Personnel, could be invited to one of our meetings to discuss this situation.

The attendance of meetings by Task Force members was discussed briefly.

The meeting was then adjourned. The next Task Force meeting is scheduled for June 23, 1986 in Room 402 of the Community Chest Building located at 2400 Reading Road, Cincinnati, Ohio at 7:30 p.m.

Minutes of the Communitywide Task Force Meeting held May 5, 1986 at the University of Cincinnati Library, Room 641.

The following members were present at the meeting: Robert S Brown, Cheryl D. Grant, Marilyn Hoehne, Karla Irvine, Lillian Jones, Nelson Schwab, Jr., William Seitz, Marian Spencer, Louise Spiegel, and Monty Whitney. Those not present were Duane Holm, Patricia Johnson-Baker, Halloway C. Sells, and Dwight Wilkins. Dr. Robert Evans, the Facilitator, was also present, as well as guests, Virginia K. Griffin, Jerry H. Lawson, Robert L. Braddock, and Dr. Rose McDermott. Also present were visitors Richard Alston and Leon Pryor from the Office of School Monitoring and Community Relations, Cleveland, Ohio.

William Seitz, as co-chair, opened the meeting.

Ms. Griffin reviewed the goals and questions for the Long Range Planning Committee (February 24, 1986 document).

Mr. Lawson reviewed the timeline and steps to plan development (April 14, 1986 document).

Questions and interactions between Task Force members and Board followed.

Board members requested Task Force involvement in current spring evaluation and fall reaction to proposed plan. Also, any other involvement as deemed necessary by either party.

Board members stated that the Bronson Settlement is to be the major #1 focus of the process with general educational program improvement to be the secondary outcome.

A budget figure of $79,000 was given for the project with the funds to come from Settlement monies. This was an item of concern to Task Force members.

A major area of Task Force concern involved the issue of outcome responsibility. It was not clear as to the role of the administration and the Board in actual plan development and potential adoption.

The Task Force declined to input to the process at this meeting, and Dr. McDermott is to frame and submit the questions to Task Force members at a later date.

Marian Spencer requested corrections to the minutes. On page 1, under "Coordinating Committee," the last sentence should be corrected to read, "She felt that this should not have been included in the status report as the schools should not restrict movement." Also, on page 2, ten lines up from the bottom of the first paragraph regarding Harry Skiff's presentation, instead of "the transfer time will be changed from 6:30 p.m. to 4:30 p.m.," it should state that "the transfer time will be 'shortened' from 6:30 p.m. to 4:30 p.m."

Also, under "Stationery" on page 3, the statement to be included at the bottom of the letterhead should read, "...established to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Settlement Agreement between Cincinnati Public Schools and the NAACP to achieve quality integrated education in the Cincinnati Public Schools." On page 4, in the second paragraph regarding the letter that Bill Seitz had prepared for Tom Mooney, and where Marian Spencer had made a motion to approve the letter, Nelson Schwab should be inserted as to seconding said motion. There being no further corrections or additions, the minutes were approved.

The response letter from Tom Mooney was read by co-chair Bill Seitz. A copy of this letter will be shared with the Task Force members.

Alternative Schools Committee - Marilyn Hoehne reported that there was a meeting on April 24, 1986 which she was unable to attend. However, according to the minutes she received a School of Commerce program at the high school level was discussed.

Audit Committee - No report.

Communications Committee - No report.

Coordinating Committee - Karla Irvine shared comments pertaining to the extracurricular report. There was some discussion of the Taeuber neutral moves.

Discipline Committee - Louise Spiegel reported a meeting to discuss legal language pertaining to suspension/expulsion. There was no major change in the policy status. Mrs. Spiegel is interested in other cities' responses.

Proposal Committee - Karla Irvine reported that she had received three requests for additional information, and Dr. Evans had received two requests. Letters were sent to 91 agencies.

Stationery - Marilyn Hoehne shared stationery with members. A design cost of $30 was paid by Marilyn, and the Facilitator will reimburse her this amount.

The meeting was adjourned at approximately 9:45 p.m. The next Task Force meeting is scheduled for June 2, 1986 in the University of Cincinnati Library, Room 641, at 7:30 p.m.

Minutes of the Communitywide Task Force Meeting held April 7, 1986 at the University of Cincinnati Library, Room 641.

The following members were present at the meeting: Robert S Brown, Cheryl D. Grant, Marilyn Hoehne, Karla Irvine, Lillian Jones, Nelson Schwab, Jr., William Seitz, Marian Spencer, Louise Spiegel, and Monty Whitney. Those not present were Duane Holm, Patricia Johnson-Baker, Halloway C. Sells, and Dwight Wilkins. Dr. Robert Evans, the Facilitator, was also present, as well as the guest speaker, Harry Skiff, Director of the Pupil Transportation Branch of Cincinnati Public Schools.

Cheryl Grant, as co-chair, opened the meeting.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

Cheryl Grant reported that the only correspondence received was a letter from Duane Holm indicating that he would not be present at the Task Force meeting, and attaching a copy of a letter that he had sent to Karla Irvine which will be dealt with later on in the meeting.

Alternative Schools Committee - Marilyn Hoehne reported that the meeting had been cancelled and, therefore, had nothing to report.

Audit Committee - Bob Brown said that there has been no meeting of this committee; however, the committee has received some additional information from Cincinnati Public Schools about Taeuber Index computations.

Communications Committee - Louise Spiegel said that they have not been called to a meeting.

Coordinating Committee - Karla Irvine reported that a copy of the status report has been sent to the Task Force members. The number of alternative applications received for the 1986-87 school year which increased the Taeuber Index was discussed. The percentage of these applications increasing the Taeuber as of March 25, 1986 was 14.68%. Dr. Evans said that he believes this increase is mostly due to the sibling policy. Karla feels that the Task Force needs to look into this matter and find out how and why. The time has come where the School Board should think of ways to narrow this increase in the Taeuber Index. Marian Spencer had some concern about an item listed under the Transportation component (#12) with regard to restricting the use of student Metro passes in the downtown core area. She felt that this should have not been included in the status report as it was of no concern to the school system.

Discipline Committee - Louise Spiegel reported that they had received a letter from Ed Spalter answering questions that they had previously raised. She was also wondering if there wasn't some way of pulling out budget figures with regard as to what is being funded with desegregation funds.

Harry Skiff then gave a presentation on Pupil Transportation. He distributed a packet of materials to the Task Force members and went through each step of the process very thoroughly. No one else in the United States is doing what we are doing. There are 201 public and non-public schools serviced by the Transportation Branch. Out of this total number, 84 are Cincinnati Public Schools. During the period from 8/84 to 6/85 there were 75,920 census changes affecting transportation. The reasons for these changes could be the changing of schools, changing of residence addresses, changing grades or homeroom, or going in and out of special education. Some children move every month. The three pieces of information needed by Pupil Transporation are who the child is, where he/she lives, and where he/she goes to school. This can get very complicated. Pupil Transportation's first concern is the safety of the child before they start routing the child. Bus stops and bus routes are changed each and every month because of the mobility. This becomes extremely complicated when you talk about extracurricular transportation. The law states that what you do for one child, you do for all children, applying the same criteria for all the children. All census information is received by the Pupil Transportation Branch around August 2 and everything has to be completed and in the mail by August 15th. They do all their routing manually. Decisions as to whether buses will run due to weather have to be made by 5:00 in the morning because of the early starting times for some of the schools. Approximately 51% of the bus routes exceed 60 minutes because of the mobility. In order to reduce this amount of time, the number of buses would have to be doubled which would become very costly. There are about 174 children who can be identified that go through the core area to get to their homes. This is the only way these children can get home. In order to reduce the amount of time spent in the core area, the children will receive blue transfers rather than white ones and the transfer time will be changed from 6:30 p.m. to 4:30 p.m. Children participating in extracurricular activites will receive another pass from their athletic director or sponsor of their activity which is stamped and which can be used at anytime. There was much discussion regarding the scheduling of starting and closing times for schools. Cincinnati Public Schools can schedule these times for their own schools, but there is nothing that can be done with regard to scheduling the starting and closing times for non-public schools in order to reduce transportation costs. The Task Force thanked Mr. Skiff for coming to the meeting.

Foundation/Grant - Karla Irvine passed out a copy of a letter that had been drafted to send out to advertising and public relations agencies, consultants, and persons seeking proposals. It was decided that a copy of the Settlement Agreement would not be included with the letter, but would mention in the letter that a copy can be obtained for a nominal charge. It will also be mentioned in the letter that a copy of the recent descriptive brochure of alternative programs can be requested from Cincinnati Public Schools. If the letter can be sent out by April 15th, the deadline for submitting proposals will be June 2, 1986 by 3:00 p.m. Karla said that she does not have the staff to handle this matter and has requested that Dr. Evans' office send out the letters for the Task Force. Bob Brown made a motion to accept the letter with the changes and this motion was seconded by Bill Seitz. Everyone was in favor. It was decided that a notice to advertising and public relations agencies and consultants and persons be put in the Cincinnati Enquirer, the Herald, and the Cincinnati Post. It was also suggested that perhaps Dr. Evans could call a press conference which would be attended by Bill and Cheryl. The Task Force members will have three days within which to add any other agencies they feel should receive the proposal letter. There was discussion on whether a structure for proposal review should be developed and whether a proposal review committee should be appointed. All of this will depend on the number of proposals received. The Task Force should be thinking about whether or not they would like to volunteer for this proposal review committee. At the May meeting, if there are not enough volunteers, a committee will be appointed.

Karla Irvine passed out a draft of a letter that she had prepared for the review of the Task Force. This letter would be sent to the major brokers in the hopes that their advertising practice of steering homebuyers away from the City of Cincinnati would be changed. Bill Seitz suggested that a few high points regarding Cincinnati Public Schools should be included in the letter. Bill and Karla will polish the letter up and then get it out. Bob Brown made a motion to approve the letter, with the necessary changes, and Monty Whitney seconded it. Everyone was in favor of the motion. The letter will be re-drafted and sent out within the next two weeks.

Bill Seitz reported on the luncheon meeting with Virginia Rhodes. There was some discussion regarding alternative schools having greater freedom to discharge students and send them back to their neighborhood schools. Virginia is collecting statistics on this matter and will get back to the Task Force when her study has been completed.

Stationery - Marilyn Hoehne passed out a copy of stationery for the Task Force members' review. She had included at the bottom of the letterhead a little statement as to what the Communitywide Task Force is about. Bob Brown mentioned that there should be no "period" after the initial "S" in his name. The statement at the bottom should say "...established to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Settlement Agreement between Cincinnati Public Schools and the NAACP as it relates to quality integration education." It was decided that the stationery will be printed on white paper and Marilyn should bring back the bill for the stationery and the Task Force will see that it is taken care of.

Bill Seitz had sent out a letter inviting the Board of Education members to attend the May meeting to discuss the Long Range Planning Committee. Bill said that so far he has not received a response to his request.

Bill Seitz then read to the Task Force members a draft of a letter that he had prepared for Tom Mooney thanking him for attending the February meeting with a statement that teachers should be encouraged to send their children to Cincinnati Public Schools. Another meeting will be arranged in about six months to discuss what the CFT has done in regard to the above request and to discuss any other issues regarding the settlement. Monty Whitney suggested that the same type of letter be sent to Mr. Brokamp encouraging administrators to send their children to Cincinnati Public Schools. Marian Spencer made a motion that the letter to Tom Mooney be approved. This motion was seconded and unanimously passed. Bill Seitz will draft a similar letter regarding administrators and bring it back for review at the May meeting.

Marian Spencer passed out a copy of an article that was in the "Herald" regarding the development of a two-tiered system. She felt that the charges in this article should be answered.

The concept of a school for pregnant girls as an alternative school was also discussed. Marilyn Hoehne reported that this concept has not come through the Alternative Schools Committee as yet. The Board has remained silent on this matter.

Cheryl Grant made a suggestion that the June meeting be used to discuss issues that have been coming and going, such as Low Achieving Schools, the Facilitator's report for 1984/85, and that some time should be spent to discuss the interchange between the Task Force and the Facilitator. Everyone was in favor of this suggestion. If anyone has any issues they would like to discuss, maybe they could let the Facilitator know ahead of time so that he can get the information together and have it ready for the June meeting.

The meeting was then adjourned. The next Task Force meeting is scheduled for May 5, 1986 in the University of Cincinnati Library, Room 641, at 7:30 p.m.

Minutes of the Communitywide Task Force Meeting held March 3, 1986 at the University of Cincinnati Library.

The following members were present at the meeting: Cheryl D. Grant, Marilyn Hoehne, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, and Monty Whitney. Those not present were Robert S. Brown, Louise Spiegel, and Dwight Wilkins. Adoria Perkins, from Cincinnati Public Schools, was also present.

William Seitz opened the meeting as co-chair.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

Alternative Schools Committee - Marilyn Hoehne reported that this committee met last month. A couple of prospectuses were given orally and it was suggested that they be written out so that they can be considered by the committee. A decision needs to be made as to whether this committee should still function or whether its duties need to be changed, since no new prospectuses are being received. It was suggested that the Cognitive Skills/Social Skills proposal might be something that the committee should talk about again. Marilyn was not sure whether or not this would come up at the next meeting. The matter of the Board giving $225.00 per pupil to Roll Hill students who are reassigned was discussed by the Task Force. Marilyn said that the students do not actually receive this money. It will travel with the student to the receiving school. Adoria Perkins stated that in the Sawyer situation, two extra teachers were given to Merry and Peoples for the period of time the students would be at the new schools (2 years) to help them adjust to the situation. Each situation would be judged on its own as to whether it is an unusual one which would require some major adjustment for the students and their parents. There was some concern among the Task Force as to whether this was a good idea or not. If the wording was phrased that additional resources would be provided in order to help the school take care of this arrangement, the onus would not be on the individual student. Mrs. Perkins will take this concern back to the school system. Marilyn also mentioned that there is to be a correction to the Alternative Schools Committee Minutes of February 13, 1986. She was in the minutes as saying that "Marilyn Hoehne suggested that the Board should designate new programs and sites arbitrarily if the district is to meet its Taeuber goals." This was not correct. What she actually said is that there may be a time when parents will be able to choose programs, but the locations may have to be assigned to the parents.

Marilyn Hoehne passed around a proposed sample of stationery for the Task Force to look at and to make any changes or corrections they desired thereon.

Audit Committee - Nothing to report.

Communications Committee - Chuck Sells stated that neither he nor Louise Spiegel have been invited to any meetings of this committee and was wondering if they were having meetings but were not inviting them. Mrs. Perkins said that there have been no further meetings and she will check into the reason for this.

Coordinating Committee - There is nothing to report other than that a copy of the status report will be sent to the Task Force members.

Discipline Committee - Lillian Jones reported that she attended the last meeting and the summary of suspensions and expulsions was reviewed. One of the reasons why they thought that the suspensions were higher was the change in personnel in schools, one in particular. Some of the assistant principals were being changed and were not used to dealing with the students and this was causing a lot of suspensions. Louise Spiegel will be getting in touch with a couple of groups, one of which being the University of Cincinnati Psychology Department. This department is conducting a program where they are working with some of the schools and the Discipline Committee is hoping to plug in with them to see if something can't be started. Lillian Jones mentioned that the number of Black males having problems in schools is higher than anyone else. Mrs. Perkins suggested that this might be an interesting study to look into and what can be done in that area, and was wondering if the Cincinnati Human Relations Commission would be interested. The number of suspensions of Black males in white schools was also mentioned. Western Hills High School, Porter Junior High, and Roberts Junior High have now implemented in-school suspension programs which are specially funded. Louise Spiegel and Pat Baker are to make a progress report in April on their investigation of the Beverly Veatch proposal.

Monty Whitney was congratulated for being selected as the new director for the Cincinnati Human Relations Commission.

Bill Seitz reported that a luncheon was scheduled by the co-chairs with Virginia Rhodes; however, she was out of town and failed to attend the luncheon. She was very apologetic and said tht she just simply "forgot" about the scheduled luncheon. They will try to schedule another luncheon with her.

The Board's Long Range Planning Committee was requested to attend March's meeting; however, two members of the committee were going to be out of town and only one member, Robert L. Braddock, would be able to attend. Therefore, Bill Seitz will invite them to the May meeting, since Harry Skiff will be coming to the April meeting to discuss transportation.

Marilyn Hoehne suggested that a copy of the list of the objectives of the Long Range Planning Committee be sent to the Task Force members along with the minutes.

Cheryl Grant said that she had sent a letter to Harry Skiff inviting him to attend the April meeting, but she has received no reply from him as yet. Mrs. Perkins said that she has seen correspondence stating that Harry Skiff will be at the April meeting to discuss transportation.

Marian Spencer felt that a letter should be written stating that since the Task Force has reserved Room 641 of the University of Cincinnati Library, that this should be adhered to as we were sorely inconvenienced this month.

Karla Irvine had sent to the members a copy of a study made by Housing Opportunities Made Equal (HOME) dated February, 1986, and entitled "Realtor Use of School District Citations in Newspaper Advertising." This report was discussed in detail. No school in the Cincinnati Public School District was mentioned with the exception of Kilgour. The Oak Hills School District is mentioned predominantly. It was said by the Board of Realtors President that the Cincinnati Public School system does not market itself. Mrs. Perkins stated that the realtors, the personnel directors, the banking community, and the insurance community are consciously or unconsciously steering people away from the Cincinnati Public School District. This would be an excellent area where the proposal money could be spent. She also felt that the Task Force shouldn't limit itself to the $100,000.00, as this was a figure that was written into the proposal prepared by Cincinnati Public Schools, and that the Task Force should ask for more. Karla made a motion that a letter be written by the Task Force to the major brokers with a copy to the Cincinnati Business Committee and the Chamber of Commerce asking them to sell the Cincinnati Public School District and to include facts about Cincinnati Public Schools in their newsletters. This motion was seconded by Lillian Jones and unanimously passed. Karla will prepare a draft of this letter on behalf of the Task Force.

Karla Irvine then discussed the assisted housing units that the Housing Authority needs to get cooperation agreements on in the County. There has been very little progress on this matter. Karla felt that the best thing for us to do would be to ask for a meeting with the County Commissioners as they have the authority to sign cooperation agreements for unincorporated areas. This involves the rehabilitation of substandard housing that exists in the County and allowing low income families to move in. There was some question as to whether the County Commissioners have the authority to sign these agreements. Karla will obtain the citation that gives the County Commissioners this authority and will bring it back to the next meeting before anything further is done by the Task Force.

Proposal Committee - Nelson Schwab reported that this committee has not met since the Retreat. The five ideas for the proposal which resulted from the Retreat were then discussed. It was suggested that the original idea of this committee of soliciting bids for proposals from outside experts might be a little more palatable to everyone at this time. Perhaps all those interested in submitting bids could be invited to meet with the Task Force and have a general discussion before they prepare their proposal. Then, we give them about six weeks to prepare their proposal, and select the best one as the Task Force's proposal to the Greater Cincinnati Foundation. The only new ingredient is that the interested people would meet with the Task Force before they started the preparation of their proposal. The Task Force needs someone to package what they want to do. Marilyn Hoehne said that communication needs to be established at each school level. Cheryl Grant felt that we need to communicate to the public about the Task Force work and the Cincinnati Public School system. She would like to see the Task Force have some administrative money and that the Task Force be in control. It was suggested that the proposal money could be used for outside experts, future budget for convenings, and a minimal amount for administration for such things as supplies, stamps, etc. After further discussion, it was decided that the original letter for solicitation of proposals from advertising and public relations firms and/or individuals should be redrafted. We will let the agencies advise us as to how to carve the proposal money up. The Task Force wants to know how to sell the program to parents, kids, realtors, bankers, insurance companies, and corporations, with particular emphasis on persons responsible for personnel decisions on placement and relocation. They should also include in their proposal how they will evaluate the program. The proposal will be changed to read "over a two year period" rather than the three years previously stated. A copy of the Settlement Agreement and the Alternative Newspaper Supplement will accompany the letter to the agencies. Bill Seitz will redraft this letter and send it to Karla Irvine for further disposition. He will also include in this letter that the Task Force reserves the right to reject all bids. It was the consensus of the Task Force that the letter be revised and sent out before the next meeting. Cheryl Grant would like for Marketing Communication, Inc., Joan Eaton, President, 19 Garfield Place, #240, Cincinnati, Ohio 45202, a minority agency, to be included for the solicitation of a proposal. Chuck Sells has been appointed to be in charge to see how we can advertise this in the national papers, minority press, and suburban newspapers, or whatever else he thinks appropriate. Karla Irvine and Nelson Schwab are to write out what they want to appear in the advertisement and Chuck Sells will make contact with the papers. It was mentioned as to whether or not we would have to incorporate in order to be in charge of the proposal money. The contract will be between the agency and the Foundation rather than with the Task Force, and we will be just a third party approving the voucher for payment.

Retreat - Monty Whitney said that thank you letters have been sent to Luvern Cunningham and to Bob Brown for obtaining the facility in which to have the retreat.

Duane Holm stated MARCC has done a study of the Taeuber Index in the other Ohio cities that have been involved in desegregation actions, i.e., Cleveland, Columbus, and Dayton. He would like to share this data at the May meeting.

Bill Seitz felt that based on Tom Mooney's presentation, the teachers were doing nothing to promote the goals of the Settlement Agreement insofar as the attendance of their children in Cincinnati Public Schools was concerned. It was suggested that a letter from the Task Force be sent to Tom Mooney requesting that he meet with us again in about six months and share with us his plan to encourage the children of the teachers to attend Cincinnati Public Schools. Bill Seitz will draft this letter and bring it back to the next meeting for review. It was also mentioned that maybe the Board should draft some type of resolution stating that this is what the Cincinnati Public School system believes in and that administrators and teachers should be encouraged to have their children attend Cincinnati Public Schools.

The meeting was then adjourned. The next Task Force meeting is scheduled for April 7, 1986 in the University of Cincinnati Library, Room 641, at 7:30 p.m.

Minutes of the Communitywide Task Force Meeting held February 3, 1986 at the University of Cincinnati Library, Room 641.

The following members were present at the meeting: Robert S. Brown, Cheryl D. Grant, Marilyn Hoehne, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, Louise Spiegel, Monty Whitney, and Dwight Wilkins. Dr. Robert Evans, the Facilitator, was also present, as well as the guest speaker, Tom Mooney, who was invited to address the Task Force at 8:00 p.m.

Cheryl Grant, as co-chair, opened the meeting.

Bill Seitz suggested the minutes be corrected to include another concern in paragraph 2 on page 3 as follows: "Their concern was the release of information by Task Force members without their knowledge, and the identification of Task Force members as Task Force members in speaking to the press on matters as to which the Task Force has reached no official position." With this correction, the minutes were approved.

It was agreed that because of the nature of the full agenda, Tom Mooney's presentation would be limited to 15 minutes and the discussion would also be limited to 15 minutes. If there were any additional questions, he could be rescheduled.

Cheryl Grant shared the communications that had been received. A letter was received from Virginia Rhodes stating that she would like to become familiar with the Task Force and their role; and was wondering if she could come to one of the meetings, possibly observe at the retreat, or perhaps meet with the co-chairs. Cheryl Grant said that she called Mrs. Rhodes and told her that we would get back with her after the February 3rd meeting. A letter from the Superintendent was also received responding to the letter written by Bill Seitz requesting a change in the time-line. He appreciated the recommendation and suggested that we contact Major McNeil as to possible representation on the Program and Personnel Committee. Both of these matters will be discussed later on when we have more time.

Retreat - The retreat is scheduled for Saturday, February 8, at Kings Island Inn, Matahorn Rooms 1 and 2, from 9:00 a.m. to 1:00 p.m. Luvern L. Cunningham and his wife will be the facilitators and they will focus on dealing with the goals and objectives of the Task Force. Dr. Evans distributed profiles on both Mr. Cunningham and his wife, and advised that Mr. Cunningham would like to meet with Monty Whitney, Pat Baker, and/or the co-chairs at 8:00 a.m. on Saturday. Bob Brown said that breakfast will be ready promptly at 9:00 a.m. and lunch will be ready promptly at 1:00 p.m.

Communications Committee - Nothing to report.

Coordinating Committee - Karla Irvine reported that she attended the meeting on January 29, 1986 and a copy of the status report will be sent to the Task Force members.

Audit Committee - Bob Brown reported that he had received a copy of this year's enrollment figures, and that there was a slight error in the Taeuber Index computation on the elementary section which the school system agreed with and corrected. This week the alternate computation report will be released, so the committee should have that to work with by the end of this week. When this report is in hand, a committee meeting will be scheduled.

Orfield Status - Cheryl Grant advised that a letter has been sent to Gary Orfield thanking him for his presentation.

Louise Spiegel and Pat Baker discussed the Beverly Veatch proposal. They would like the Task Force to give thought to the proposal, not as an alternative school with a specific location, but in terms of educational concepts. Quality integrated education is a goal of the Settlement Agreement. The Task Force could facilitate or act as a catalyst in urging the school system to take a good hard look at this proposal. This could be an educational design districtwide. If they have the vote of confidence from the Task Force, Pat Baker and Louise Spiegel will begin to convene with some of the people who have worked with this to see whether or not phase 1 can be implemented in 1986-87. They will take this matter up with the Discipline Committee of the school system to see if some plan can be developed. They were wondering if anyone else was interested in working on this investigation. Dwight Wilkins and Lillian Jones both showed an interest and will talk further with Louise and Pat on this matter. A report will be made in April of progress made. The Task Force was in agreement with this.

Tom Mooney, as President of the Cincinnati Federation of Teachers, addressed the Task Force on the concerns of the Union insofar as they relate to the Bronson Settlement Agreement. He believes that the district has become two-tiered — 21 low achieving schools and 21 high achieving schools. Twenty of the 21 low achieving schools are predominantly black schools. Copies of these two lists will be sent to the members along with the minutes. After some discussion, Tom Mooney was thanked for coming to the meeting.

Alternative Schools Committee - Marilyn Hoehne said that the next meeting will be this Thursday, which is the first meeting since November. She said that she was asked, as a member of the Westwood community, to attend a meeting at the Education Center to discuss the Flow Chart for Developing Alternative Programs. Bill Seitz' letter was reviewed at that time. The whole time-line will be moved back two months. Programs or extended alternative programs will be announced in October. This will give the schools time to investigate what the program is about and get input from the community as to whether to apply for the alternative program. With this change of format, the request of the Task Force will be effected.

Marilyn Hoehne wanted to know if the Task Force wanted their individual names on the stationery she was having designed. It was decided that she should bring a copy with and without Task Force names to see which one the Task Force would like to settle on.

Earlier in the meeting, Cheryl Grant read the communication from the Superintendent suggesting that we might want to have a representative from the Task Force become part of the Program and Personnel Committee of the Board. A copy of the agenda will be sent prior to the meeting; at that time we can then decide whether or not there is something that we are interested in and the representative should attend the meeting. Louise Spiegel volunteered to be the representative.

Marilyn Hoehne reported that a "Comprehensive Long Range Educational Plan" resolution was issued on January 27, 1986 by Virginia K. Griffin, Herbert R. Brown, and Jerry H. Lawson. Out of this resolution, a committee will be established to create a plan for the school district to be submitted to the Board of Education and Superintendent by December 1, 1986. The plan will be advisory to the Board and the Superintendent with the final approval contingent upon the integrity and efficiency of the proposal. It was suggested that we invite the authors of this resolution to the March meeting. Bill Seitz will develop a request with some specifics that we would like to discuss with them, inviting them to the March meeting.

With regard to Virginia Rhodes' request, it was decided that the co-chairs will meet with her.

Bob Evans reported that the feedback from the Thursday meeting with the Secondary School Principals was really excellent. Bill Seitz, Bob Brown, and Duane Holm addressed the principals about the Bronson Settlement Agreement and the role of the Task Force; and the three members gave an excellent overview of that. A similar situation will probably come about in the future with regard to elementary principals.

The matter of transportation seems to be a very important issue. Harry Skiff will be invited to the April meeting to talk about the cost of transportation for open enrollment and alternative programs, and possibly some comparison data with regard to other schools in the same situation. Cheryl Grant will request Harry Skiff to attend our April meeting and list the various issues that we are interested in.

The meeting was then adjourned. The next Task Force meeting is scheduled for March 3, 1986 in the University of Cincinnati Library, Room 641, at 7:30 p.m.

Minutes of the Communitywide Task Force Meeting held January 6, 1986 at the University of Cincinnati Library, Room 641.

The following members were present at the meeting: Robert S. Brown, Cheryl D. Grant, Marilyn Hoehne, Duane Holm, Karla Irvine, Lillian Jones, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, and Louise Spiegel. Those not present were Patricia Johnson-Baker, Monty Whitney and Dwight Wilkins. Dr. Robert Evans, the Facilitator, was also present.

William Seitz, as co-chair, opened the meeting.

The minutes of the previous meeting are to be corrected as follows. The second last sentence of the Audit Committee report on the first page should be corrected to read, "A vote on Duane Holm's motion was then had with two in favor and the rest opposed." On page 2, the last sentence in paragraph 2 should be corrected to read, "On a subsequent vote, the motion carried and the Audit Committee's Report was accepted and the recommendations approved as follows..." Also, the last sentence on page 2 should be corrected to read, "Lillian Jones reported for Karla Irvine with regard to the information that Karla Irvine was to assemble and discuss at this meeting on site selections." There being no further corrections or additions, the minutes were approved.

Alternative Schools Committee - Marilyn Hoehne said that the meeting for January was cancelled since no new prospectuses had been received, and there was no business to conduct. Action on the programs to be implemented in 1987 has been delayed until January 13, 1986. Marilyn then shared with the Task Force some ideas she has for a proposal she is in the process of finalizing and submitting to the Superintendent before the January 13th meeting. For September, 1987 implementation, she would like to see the junior high schools on the west side of town become middle schools for grades 6, 7, and 8. All 9th graders would then go to Western Hills High School, and the elementary schools would be from K to 5. She feels that given about two years after implementation, this would reduce the Taeuber. After some discussion, it was suggested that Marilyn go ahead and submit the proposal as an individual since time was of the essence, and the Task Force would need to look into this further before backing it as a group. A copy of the completed proposal will be sent to all members of the Task Force.

Bill Seitz then advised the Task Force that he felt that due publicity should be had with regard to what the possibilities of the associated moves would be so that the public will be aware of the consequences of a school becoming an alternative. After some discussion, it was agreed that a letter be written by Cheryl Grant and Bill Seitz suggesting that the time line be amended to include publicity on the possibilities of associated moves as well as those schools who have applied for site of a proposed program concept.

Ad Hoc Discipline Committee - Louise Spiegel discussed with the Task Force members a proposal that had been submitted by Beverly Veatch for a

Cognitive Skills/Social Skills Academy. This proposal was sort of tabled. A copy of this proposal will be sent to the members prior to the February meeting for their review. She would like to have herself and Pat Baker put on the agenda for the February meeting to discuss how this proposal can be made acceptable to the Taeuber.

Audit Committee - No report.

Communications Committee - No report.

Coordinating Committee - No meeting was held in December due to the holidays. However, the status report was distributed to the Task Force members.

Orfield Status - A letter of thank you will be sent to Gary Orfield by the co-chairs.

Proposal - Nelson Schwab passed out a copy of a draft letter that he had prepared to The Greater Cincinnati Foundation for the signature of the co-chairs. The letter states that the Task Force intends to submit an application for a grant but a program which will result in the most effective use of the funds is still trying to be developed, and the proposal will be submitted in the near future. The Task Force members present had no problem with the letter, therefore, the co-chairs signed the letter on behalf of the Task Force.

Retreat - Monty Whitney and Pat Baker were not present at the meeting. Dr. Evans reported that the survey that was distributed indicated that four hours on a Saturday was preferred by most. Monty was contemplating three dates in March for this retreat and Dr. Evans was obtaining a facilitator for this retreat. It was decided that the retreat should be in February and Saturday, February 8th, from 9 to 1 was picked as the best available time for this retreat. Bob Brown will arrange to have the retreat at Kings Island Inn and will take care of the physical aspects of the retreat. Dr. Evans will check with Vern Cunningham in Columbus so see if he and his wife will be available on this date. An agenda needs to be worked up. Cheryl Grant will contact Monty Whitney and advise him of this information and see that an agenda is prepared.

The matter of releasing telephone numbers and addresses of the Task Force members was discussed. There have been several requests for this information. The members responded as follows: Bob Brown - work; Cheryl Grant - work; Marilyn Hoehne - home; Duane Holm - work and home; Karla Irvine - work and home; Lillian Jones - home; Nelson Schwab - work and home; William Seitz - work; Chuck Sells - addressed changed to 2405 Gilbert Avenue, Cincinnati, Ohio 45206 - work; Marian Spencer - home; and Louise Spiegel - home.

Karla Irvine advised the Task Force of the availability of subsidized housing units by HUD but that if cooperation agreements are not received by August, these units will be pulled back by HUD. She thought that the

Task Force could have a real role in approaching the school districts in suburban areas and requesting that they put some pressure on their local government to sign these cooperation agreements. It was decided that it would be best to contact directly the local municipalities and townships rather than go through the school districts. Karla will prepare a draft letter and bring it back to the members at the February meeting for their consideration.

Marilyn Hoehne made a suggestion that the Task Force should have its own stationery. She will contact someone to have this stationery designed and get back with the Task Force.

Bill Seitz then reported that a meeting had been called by John Rudy and Raymond Brokamp requesting that Cheryl Grant and he be present. Their concern was the release of information by Task Force members without their knowledge. It was suggested that this concern should be discussed at the retreat, and that a policy should be established regarding this type of concern.

Cheryl Grant reported that she had written Tom Mooney and stated that the Task Force was interested in knowing what the teachers are doing as far as implementing the Settlement Agreement and would like for him to address the Task Force at one of the meetings. He will attend the February meeting.

The meeting was then adjourned. The next Task Force meeting is scheduled for February 3, 1986 in the University of Cincinnati Library, Room 641, at 7:30 p.m.

Minutes of the Communitywide Task Force Meeting held December 2, 1985 at the University of Cincinnati Library, Room 641.

The following members were present at the meeting: Robert S. Brown, Cheryl D. Grant, Marilyn Hoehne, Duane Holm, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, Louise Spiegel, and Monty Whitney. Those not present were Karla Irvine and Dwight Wilkins. Dr. Robert Evans, the Facilitator, was also present.

Cheryl D. Grant, as co-chair, opened the meeting.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

Alternative Schools Committee - Marilyn Hoehne said that there has been no further meeting. A communication was received from Shirlee Williams updating the new programs and stating therein that official applications were made by College Hill for the Fundamental Middle School, Roll Hill for the Reading/ Language Arts Program, and Shroder Junior High for a 7-9 Paideia Program.

Ad Hoc Discipline Committee - Pat Baker reported that the initial meeting of this committee was held on November 20, 1985 with a host of representatives from the Board. The Suspension/Expulsion Statistical Report was discussed as to the effect suspensions have on the dropout rate, particularly as it relates to black males and students from lower socio-economic families; and the reasons for the high number of students suspended for unruly conduct were also discussed. A group of people are going to try to develop a plan that would supplement the suspension/expulsion program and will bring this back to the Discipline Committee in January. Some things mentioned as alternatives were in-school suspensions, Saturday suspensions, and the possibility of implementing a portion of a proposal that was submitted to the Alternative Schools Committee last year entitled "Cognitive Skills/Social Skills Academy." The McMillan Center now being operated by Cincinnati Public Schools will be checked into and a report brought back to the Task Force at the next meeting.

Audit Committee - A motion to adopt the Audit Committee's Report with the amended Recommendation (3) was tabled last month. A lengthy discussion was had on Recommendation (4) as to the calculation of the Taeuber Index with regard to schools that were from 4-12. These particular schools are calculated as senior high schools. This would make the Taeuber level a little greater than it is at the senior high level and a little less at the elementary level--it is a shifting of the burden. .Duane Holm wanted to know if he could make a substitute motion to deal with the whole report. A copy of a Joint Statement dated October 14, 1985 was distributed to the members by Duane Holm. He made a motion that the Task Force commend the NAACP and the Cincinnati Board of Education October 24, 1985 Joint Statement on collecting and grouping data for computing the Taeuber Index for the Bronson Settlement Agreement. This was seconded by Chuck Sells. On discussion, Bob Brown felt that the Task Force needs to take a position on substantive issues, even though these issues have been resolved between the parties of the Settlement Agreement. A vote was then had with two in favor and the rest opposed. The motion did not carry.

Chuck Sells moved to place the motion that was tabled on the floor, and this was seconded by Monty Whitney. All were in favor. In light of the October 24, 1985 Joint Statement and the fact that the parties have agreed to follow a set structure for the future, Duane Holm moved to delete Recommendation (4) from the Audit Committee's Report. This was seconded by Nelson Schwab. Cheryl Grant felt that you should not delete something from a report, but rather adopt the report with the exception of that particular recommendation. Bob Brown is going to abstain on this particular motion. A vote was then had on whether Recommendation (4) should not be approved. One was opposed and the rest in favor so the motion carried and Recommendation (4) was not approved.

Duane Holm made a motion to substitute Recommendation (1) with: "The Cincinnati Board of Education should collect and group the data, and calculate the Taeuber Index, in the same way throughout the seven years of the Settlement Agreement." This was seconded by Bill Seitz. After some discussion, Duane Holm withdrew his motion. Bill Seitz then made a motion to: amend Recommendation (1) by making the word "methodology" plural and adding in parenthesis at the end "as has since occurred in the October 24, 1985 Joint Statement"; approve Recommendation (2); amend Recommendation (3) as per last month's minutes; and not approve Recommendation (4). This was seconded by Duane Holm. On a subsequent vote, the motion carried and the Audit Committee's Report was approved with the Recommendations as follows:

(1) For all seven years of the Settlement Agreement, the Taeuber Index calculations should be based upon methodologies reviewed and approved by all parties to the Settlement Agreement (as has since occurred in the October 24, 1985 Joint Statement).

(2) The School Board's present policy of dividing student population into "Black" and "non-Black" populations should be continued.

(3) In order to make effective Section 7 of the Settlement Agreement, combination buildings should be treated as separate schools, and a Taeuber Index computed and maintained on that basis, where their populations are racially skewed in opposite directions, unless it can be shown that there is substantial student contact between alternative and regular students in these buildings. For this purpose "substantial student contact" should be defined as a majority of the school day.

(4) Not approved.

Communications Committee - Nothing to report.

Coordinating Committee - Duane Holm reported that the members would be receiving a copy of the status report in the mail. It was brought to the members attention that a large amount of the budget is allocated to transportation, and that real constraints will cause some problems further on down the line.

Lillian Jenkins reported for Karla Irvine with regard to the information that Karla Irvine was to assemble and discuss at this meeting on site selections.

Something in writing will be mailed out to the Task Force members by Wednesday of this week and Karla will poll the members by telephone for their input. She will be attending the Board meeting on December 9, 1985, at which time the Superintendent will be making his site recommendations. There was some discussion as to whether individual phone calls was the proper way in which to handle this matter. If the Task Force did not want her to represent them as a group, then she would attend the meeting as an individual. Cheryl Grant was going to contact Karla and discuss this situation with her.

Orfield Status - Louise Spiegel reported that Gary Orfield's presentation went very well. The Orfield committee will review the evaluations and make a formal presentation to the Task Force later on. It was the consensus of the Task Force that Cheryl Grant and Bill Seitz write letters of appreciation regarding the Orfield presentation, and the Task Force applauds the Orfield Committee for their outstanding work.

Proposal - Nelson Schwab reported that nothing further has happened since the last meeting. It was agreed that the Proposal Committee will draft a letter on behalf of the Task Force to the Greater Cincinnati Foundation advising them that the Task Force is still in the process of trying to work out the best possible way of how to make use of the proposed dollars, and will have a proposal to them by their next quarterly distribution meeting.

Retreat - Monty Whitney and Pat Baker prepared and distributed a Retreat Survey which the Task Force members present completed and returned to Monty Whitney at the end of the meeting.

Cheryl Grant mentioned to the members that if anyone would like to put the subject of the "Budget" on a future agenda, please let the co-chairs know; or if there are any questions, please let them know and they will try to clear them up.

Marilyn Hoehne advised the Task Force that there is a lot of lack of knowledge in the district as to what the Settlement Agreement means, what the Task Force is, and why we have an Agreement. She felt that the Task Force members might want to attend some of the community council meetings, etc., to explain what the Task Force is and what it is about. Some combination of members working together versus one person would create less confusion. This is the type of issue that should be thoroughly discussed and dealt with at the retreat.

Dr. Evans reported that he sat in on the early and late meetings with suburban superintendents and Gary Orfield. The interplay with CBC was excellent. He was a little disappointed that there was not more notification that the Task Force brought Orfield here. The community needs to know that this Task Force does exist. The Superintendent wanted to know if the Task Force, or co-chairs, wanted to participate in a news conference that would announce this year's Taeuber levels. This would be another opportunity for the Task Force to become involved. The Task Force members felt that they should receive this information prior to its announcement. It was the consensus of the Task Force that the co-chairs would represent the Task Force and participate in the announcement of the year's Taeuber levels. They will give a good news/bad news type of statement. The Facilitator also mentioned that he is moving his office to Applied Information Resources (AIR). He suggested that the Task Force might want to invite the information specialists to come to one of the meetings.

The subject of what the CFT is doing to encourage their teachers to send their children to Cincinnati Public Schools was also discussed. Cheryl Grant and Bill Seitz will get a letter out to Tom Mooney inviting him to the January 6, 1986 meeting; and will form some issues that the Task Force would like for him to address.

The meeting was then adjourned. The next Task Force meeting is scheduled for January 6, 1986 in the University of Cincinnati Library, Room 641, at 7:30 p.m.

Minutes of the Communitywide Task Force Meeting held November 18, 1985 at the University of Cincinnati Library, Room 641.

The following members were present at the meeting: Robert S. Brown, Marilyn Hoehne, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, Louise Spiegel, Monty Whitney, and Dwight Wilkins. Those not present were: Cheryl D. Grant and Lillian Jones. Dr. Robert Evans, the Facilitator, was also present, together with guests, Superintendent Raymond Brokamp and Adoria Perkins, from Cincinnati Public Schools.

William Seitz, as co-chairman, opened the meeting.

The NAACP has selected Marian Spencer to replace Ron Temple on the Task Force, and she has taken her seat on the Task Force at this meeting.

No action was taken regarding the October 7, 1985 minutes.

Superintendent Raymond Brokamp then addressed the Task Force on the status of the schools. He distributed to the members a booklet entitled "Summary Budget Presentation — 1985-86 Operating Budget," and he briefly went over the booklet with the members. For the second year, the district is generally performing above the average nationally. Mr. Brokamp would be more than happy to respond to any questions that the Task Force might have with regard to this booklet, after the Task Force has had the opportunity to look it over.

Superintendent Brokamp reported that the most interesting development in the district is the Design for School Excellence. Ten indicators of excellence were arrived at as a result of a very lengthy process. Approximately 39 indicators were shared with over 8,000 members of the community to determine if they agreed with the school system as to which indicators were appropriate in order to be recognized as a "merit school." The 10 indicators which the community felt would be most significant are: student achievement in reading, student achievement in mathematics, student attendance, writing mastery, staff attendance, interracial understanding, discipline, parent attitude about the school, student attitude, and staff attitude. Twenty-four schools achieved merit status in a majority of the categories (six or more) including the mandatory three: reading achievement, mathematics achievement, and student attendance. Mr. Brokamp passed out a copy of a "News Release" which identifies the merit schools, and which also sets forth the indicators that each individual school had achieved. Mr. Brokamp explained to the Task Force the procedure that was used in order to arrive at the indicators achieved by each school. If a school has not done well in a particular category, then that school will know that it is necessary to give particular attention to that category in order to become recognized as a merit school in the future. Of the 24 schools identified as merit schools, 10 are neighborhood schools, 8 are combination schools--both neighborhood program and district program, and 6 are alternative schools.
Mr. Brokamp believes that this is the most profound program that this district has ever undertaken and it has laid bare the operation of our district. Principals have been calling indicating what they have done and what they plan to do. In the first year, it was decided to congratulate the merit schools thoroughly to include providing banners that could be hung in the schools, Board resolutions to be distributed to each school, and perhaps a pin to each student that could be worn by them. Some organizations are being contacted, such as Kings Island, to see if arrangements could be made where the kids could be rewarded. As far as financial

incentives for teachers and for the school are concerned, it was decided not to do this based upon the fact that this is the first year, and the school system wants to see how effective just "Recognition" is without getting into a financial drain. The impact of this program has been more profound than Mr. Brokamp would have predicted.

Karla Irvine asked Mr. Brokamp whether any thought had been given towards marketing some of the racially imbalanced merit schools as possible sites for alternative programs. Mr. Brokamp responded that there has been some thought given to this, but whether or not any of these merit schools will be selected as sites for alternatives has yet to be determined. The Superintendent will be making his recommendations for possible site selections for 1985-86 to the Board on December 9, 1985.

Mr. Brokamp believes the proposal to the Greater Cincinnati Foundation to be very positive, and that it will have a much greater impact coming from the Communitywide Task Force than from the Cincinnati Public Schools. The Task Force should decide what it wants to do soon, however, and then proceed. He suggested a few examples of activities which would contribute, as well as provide, more visibility for the Task Force.

- Applaud the successes of Cincinnati Public Schools when something is done well.

- Become active in Black History Week presentations.

- Pupil exchange with suburban school districts needs to be addressed. Mr. Brokamp will meet with suburban superintendents in a private session on November 21st at 10:00 a.m., prior to Gary Orfield's presentation at the Christ Church Community Forum. He will then meet with them individually and collectively to determine what can be done jointly to provide for student exchanges on a one-to-one basis. Any assistance the Task Force could lend in this area would be helpful.

- Members of this Task Force could consider addressing Local School Advisory Councils (LSACs). They could each select 4 or 5 LSACs to meet with and identify for them what this Task Force is doing, what the Settlement Agreement really involves, and educate them as to the progress that has been made in this community.

- The Task Force could sponsor a Bronson Human Relations Award. A youngster would be selected in each school who most signifies good human relations in the school year, and an award would be provided for the individual youngsters.

- The Task Force could sponsor a Bronson Athletics Award. The same procedure would be used as stated in the previous suggestion.

- The Task Force could distribute book covers to every youngster in the school district which would carry some type of message that relates to human relations.

- Members of the Task Force could be speakers on the Sunday morning Dialogue Program presented by the National Council of Christians and Jews (NCCJ).

- Submit to the Bicentennial Committee significant events of the Bronson Settlement Agreement.

- The Superintendent has a meeting with principals and administrators about four or five times a year. The Task Force members could make some presentations at these meetings.

- Some sort of meeting with realtors is necessary on a continuous basis, which should also involve the banking community.

- Establish a counseling center for people new to the area. This might be done through HOME or some other agency. People are poorly informed about the community and there should be some type of office to steer people to for information. There is no school district in this community that can provide the services that Cincinnati Public Schools are providing today.

- Mr. Brokamp is very much interested in a program called "Outward Bound." This is an adventure type of program and would bring multi-ethnic youngsters together.

Mr. Brokamp suggested that the Task Force should pull together and decide what the Task Force mandate is versus individual mandates. It is much easier and more effective to respond to the group as a whole.

Mr. Brokamp suggested that the group might want to address the students at risk (dropouts) matter directly with Dr. Willis Holloway, or Mr. Brokamp would be more than glad to come back to discuss the dropout situation further. A copy of the System-Wide Goals for 1985-86 for Cincinnati Public Schools was distributed to the members of the Task Force to emphasize the fact that there are specific goals regarding this particular situation.

Nikki Perkins then spoke to the Task Force on the site applications that have been received on the new proposed alternative programs. The Superintendent will recommend to the Board what, in his best thinking, would be the best locations for the new alternative programs. To date only three school applications have been submitted. The Task Force should consider these three applications; and if there is anything they want to communicate, it should be done in writing as early as possible and before December 9th, 1985.

Shroder Junior High School located in Kennedy Heights has applied for the Paideia Program for 7, 8, and 9.

Roll Hill has applied for the Reading/Language Arts K → 6 Program.

College Hill has applied to extend its K → 6 Fundamental
Program to include 7 & 8 Fundamental Middle School.

Mr. Brokamp will make his recommendations on December 9th at the Board public hearing. You may come to the meeting and make recommendations at that time also.

Karla Irvine will assemble the information regarding the site selections and the applications received thus far, and it will be thoroughly discussed at the next Task Force meeting.

Alternative Schools Committee - Marilyn Hoehne said that there have been two meetings since the Task Force last met in October. No new prospectuses for alternative programs are being received. People are simply out of ideas. A very explicit presentation about alternative student applications was given by Jerry Mitchell. At last week's meeting, John Clark gave a presentation on "Considerations in Reaching the Terms of the Settlement Agreement." The considerations range from the very best (or easiest) ways to the hardest ways to accomplish the terms of the Settlement Agreement. A copy of these considerations will be sent to the members of the Task Force along with the minutes of this meeting. Marilyn felt that the communities need to be made aware of what could happen if the Taeuber Index isn't met, so that they can consider what they want done with their particular communities. The Task Force could possibly help educate the public as to what could happen, rather than wait until 1989 and spring it on the communities. Marilyn Hoehne will put a request in writing to Shirlee Willians asking that the Task Force be given some direction as to how it can help communicate information to the public. There will be no further meetings until January of 1986.

Ad Hoc Discipline Committee - Nothing to report.

Audit Committee - The audit report that was sent to all Task Force members was discussed in detail. Bob Brown was concerned about the Taeuber calculations with regard to combination buildings. Cincinnati Public Schools has agreed to calculate the Taeuber Index both ways. Mr. Brown requested that the Task Force adopt the audit report as submitted. Karla Irvine made a motion to adopt the Audit Committee Report and this motion was seconded by Marian Spencer. After considerable discussion, Karla agreed to amend her motion to adopt the Audit Committee Report subject to the amendment of paragraph 3 under Recommendation as follows:

> (3) In order to make effective Section 7 of the Settlement Agreement, combination buildings should be treated as separate schools, and a Taeuber Index computed and maintained on that basis, where their populations are racially skewed in opposite directions, unless it can be shown that there is substantial student contact between alternative and regular students in these buildings. For this purpose "substantial student contact" should be defined as a majority of the school day.

This motion was seconded by Duane Holm. A vote was then had as to amending the Audit Committee's Report. The motion to amend carried 9-3. Now, the Task Force needs to vote on adopting the Audit Committee's Report with the amended paragraph 3. Marilyn Hoehne moved to table the motion as amended until our next meeting. This was seconded by Pat Johnson-Baker. The motion carried 8-4 to table the motion as amended until the next meeting.

Communications Committee - Nothing to report.

Coordinating Committee - Nothing further to report. The monthly status report was sent to the members of the Task Force.

Greater Cincinnati Foundation Proposal - Karla Irvine reported that she met with Superintendent Brokamp for a short while to discuss how he viewed the Task Force. She said that there will have to be another meeting and that a final draft will not be ready until January.

Retreat - Duane Holm felt that the Task Force needs to decide what are the biggest obstacles and what can the Task Force do to overcome those obstacles. He suggested a retreat to focus on what the Task Force wants to get accomplished. He also suggested the first Saturday in January, and felt that a committee should be appointed to report back in two weeks with recommendations on how we go about doing this. Monty Whitney agreed to look into this and Pat Johnson-Baker said that she would help him.

Orfield Status - Louise Spiegel said that the Planning Committee wanted a head count of the Task Force members who were going to be in attendance at Gary Orfield's presentation on Thursday, November 21, 1985. Bob Brown said that he would not be able to make the presentation. Chuck Sells and Dwight Wilkins said they were not sure whether they would be able to make it or not. The rest of the members present would be there. Louise also urged the members to send their letters if they have not already done so.

The meeting was then adjourned. The next Task Force meeting is scheduled for December 2, 1985 in the University of Cincinnati Library, Room 641, at 7:30 p.m.

Minutes of the Communitywide Task Force Meeting held October 7, 1985 at the University of Cincinnati Library, Room 641.

The following members were present at the meeting: Robert S. Brown, Marilyn Hoehne, Duane Holm, Karla Irvine, Lillian Jones, William Seitz, Halloway C. Sells, Louise Spiegel, Ronald J. Temple, and Dwight Wilkins. Those not present were: Cheryl D. Grant, Patricia Johnson-Baker, Nelson Schwab, Jr., and Monty Whitney. Dr. Robert Evans, the Facilitator, was also present, together with guests, Adoria Perkins and Jerry Mitchell, from Cincinnati Public Schools.

As co-chairman, Ronald J. Temple opened the meeting.

The reading of the minutes of the previous meeting was dispensed with. There being no corrections or additions to the minutes, they were unanimously approved.

Orfield Subcommittee Report - Duane Holm advised the Task Force that Gary Orfield will be brought in on Thursday, November 21, 1985 as part of the regular noon time series at Christ Church. The Task Force will be introduced before Mr. Orfield speaks. The sponsorship of Mr. Orfield will be limited to the Communitywide Task Force and Christ Church, with the Ohio Department of Education's role in funding Mr. Orfield being acknowledged. It was suggested that the co-chairs do the introductions--one introducing the Task Force members and the other introducing Mr. Orfield. Louise Spiegel distributed to the members a draft of a letter that the members could send to 10 or 15 people who might be interested in attending Mr. Orfield's presentation, along with some additional material regarding the subcommittee's planning meeting held on October 4, 1985. The next subcommittee meeting is scheduled for November 1st to coordinate publicity. Duane Holm said that the State will reimburse expenses up to $300, or if we anticipate that it is going to cost more than that, we need to let them know of this in advance. This reimbursement will have to be through someone who is incorporated. A motion to designate MARCC as the agent for purposes of reimbursement was made, seconded, and unanimously passed. All letters may be dropped off at Duane Holm's office for mailing.

Status of the Greater Cincinnati Foundation Proposal - Karla Irvine said that the proposal which was sent to all the Task Force members was being submitted as a report of the committee. She made a motion for the acceptance of this proposal and that the chair persons appoint a committee to set criteria to come back to the next meeting. This was seconded by Chuck Sells. Significant debate took place resulting in the withdrawal of the motion by Karla Irvine and seconded by Chuck Sells. The proposal committee was charged with the responsibility to gain more input and call a meeting which will be open to all members of the Task Force who desire to attend.

Alternative Schools Committee - Marilyn Hoehne said that the first meeting of this committee will be tomorrow night, October 8, 1985.

Audit Committee - Bob Brown reported on the work of the Audit Committee, but did not submit a report. This matter is being scheduled for the November meeting and copies of the Findings of Fact are to be circulated among the Task Force members.

Communications Committee - Louise Spiegel said that since there has been no further meetings, there is nothing to report on this committee.

Ad Hoc Discipline Committee - Louise Spiegel advised the Task Force that the CPS Discipline Committee, under the leadership of Dr. Willis Holloway, has invited her to sit in on their deliberations. With the approval of the Task Force, she will do this. It was the consensus of the Task Force that Louise Spiegel and Patricia Johnson-Baker be representatives of the Task Force. This committee will now meet quarterly to review the discipline policies, practices, and procedures of the school district, as once a year is not sufficient. However, the report will be on an annual basis.

Survey and Site Issues - A meeting is being set up by Nikki Perkins with appropriate people and Karla Irvine, and whoever wishes to obtain additional information about this subject. Karla distributed information on her concern.

Recruitment and Open Enrollment - Louise Spiegel reported the results of her meeting with the school administration relative to open enrollment and alternative recruitment (see attached). Mrs. Perkins has asked for Task Force involvement in the recruitment with ideas and suggestions, and Chuck Sells and Louise Spiegel will represent the Task Force in this particular area.

Temple Replacement as Co-Chair - Ron Temple has submitted his resignation to the NAACP effective as of November 1st. Cheryl Grant was nominated and elected to fill the vacant co-chair position.

Design for School Excellence Advisory Committee Representatives - Lillian Jones volunteered to serve on this committee, with another representative yet to be named.

It was suggested and agreed upon that the next Task Force meeting will be changed from November 4 to November 18 at 7:30 p.m.

Karla Irvine requested that the Facilitator obtain a personnel report on all new hires, by race and by school, and bring it with him to the next meeting.

Raymond Brokamp, Superintendent of Cincinnati Public Schools, will be invited to attend the next meeting in November.

Jerry Mitchell and Nikki Perkins gave a brief overview on the bus tour that the Task Force is anticipating. It was stressed that the Task Force should take into consideration where they actually want to go on this bus tour; when you go into areas like Bond Hill, Burton, Oyler, and Rockdale, what can be done to change these situations - should the program be removed? Any suggestions by the Task Force would be greatly appreciated.

Jerry Mitchell also advised the Task Force that there will be a supplemental enclosure in the Sunday Enquirer pertaining to alternative programs. Hopefully, this will be one means of explaining the programs available not only to the people in the City of Cincinnati, but also in Hamilton County.

The new Flow Chart will be distributed to Task Force members as soon as it receives final Board approval.

The Task Force wishes to express its gratitude for the brief, but enlightening services of our departing co-chair, Ron Temple.

The Task Force also wishes to thank Louise Spiegel for the light supper, and Lillian Jones for the cupcakes.

The meeting was then adjourned. The next Task Force meeting is scheduled for November 18, 1985 in the University of Cincinnati Library, Room 641, at 7:30 p.m.

Minutes of the Communitywide Task Force Meeting held September 9, 1985, at the University of Cincinnati Library, Room 641.

The following members were present at the meeting: Duane Holm, Karla Irvine, Lillian Jones, Nelson Schwab, Jr., William Seitz, Louise Spiegel, and Monty Whitney. Those members not present were: Robert S. Brown, Cheryl D. Grant, Marilyn Hoehne, Patricia Johnson-Baker, Halloway C. Sells, Ronald J. Temple, and Dwight Wilkins. Dr. Robert Evans, the Facilitator, was also present, together with guest, Adoria Perkins from Cincinnati Public Schools.

As co-chairman, William Seitz opened the meeting.

Bill Seitz read to the members two response letters that were received from Senators Stanley J. Aronoff and Richard H. Finan regarding the restoration of state funding for Cincinnati's school desegregation in Ohio's 198[illegible]87 Budget.

In the absence of a quorum of members present, no official actio[illegible]ere taken; however, the Task Force discussed the following items.

Status of the Greater Cincinnati Foundation Proposal - Karla Irvine stated that the Committee had not met as yet. A meeting of the Committee has been scheduled for Wednesday, September 18, at 4:00 p.m. The request for proposal will be discussed at the October meeting after it has been reviewed by the Committee.

Audit Committee Report - Bob Brown was not present, so there was no report.

Status of Orfield - Duane Holm and Karla Irvine were wondering whether the project should be put together in the name of the Task Force only or whether it should be co-sponsored by other organizations as well. For personal reasons, Duane Holm reported that Gary Orfield cannot stay overnight. Louise Spiegel suggested that the Task Force be the initial convener, but invite other organizations to join in with us. Karla Irvine and Duane Holm will take the lead in this project and Mrs. Spiegel and Bill Seitz said that they would help out. Since the October date wouldn't leave enough time within which to plan this project, it was suggested that Tuesday, November 12 or November 19, would be a good time to try for. An afternoon luncheon was mentioned with the possibility of the Greater Cincinnati Foundation funding this luncheon through the proposal. If no funding is available, those in attendance could pay for their own lunch. The luncheon could possibly be held at the Christ Church Forum. The Committee will get together to establish a format which will be discussed at the October meeting.

A new "Flow Chart for Developing Alternative Programs" which was approved by the Board of Education on July 8, 1985, was distributed to the members by Adoria Perkins. She went over this Flow Chart with the Task Force in detail. It was suggested that there should be a "15(a)" which would state that after the Superintendent makes his recommendations, there would be some kind of public hearing where the people can react to the site recommendations. Mrs. Perkins said that she would take the Task Force's reactions back for further discussion.

Members need to refer to Item 9 of the Flow Chart which allows three weeks (end of 4th week of September) for members of the Communitywide Task Force to submit written reactions to the Superintendent relative to the proposed new alternatives for 1986-87, set forth in the "Proposed New Alternatives Packet."

It was brought up that the Advisory Committee for the Design for School Excellence suggested that the Task Force might wish to have a representative on this committee. The purpose of this committee is to help steer the activities as they develop. This is basically a recognition concept and all schools are targeted each year from now on, and recognition is based on a two-year accomplishment. The recording started last year, so that at the end of this year, merit schools will be identified on their accomplishments.

Bus Trip Plans - Mrs. Perkins passed out to the members two maps which show the locations of all Cincinnati Public Schools. She feels that more background information is needed before you go on this bus trip. Jerry Mitchell, from the Alternative Schools Office, has volunteered to help chart out your plans. Mrs. Perkins also displayed three large maps on the wall which depicted the racial isolation of schools based on last year's figures. These maps should help the Task Force get some background information on which to base their plans for a bus trip. Since there was not enough time to go over these maps in detail, Mrs. Perkins agreed to return to the next meeting.

Raymond J. Brokamp, the new Superintendent, will be attending the October Task Force meeting. It was suggested that along with his general comments, that the Superintendent talk about the system's approach to dropouts.

Mrs. Perkins said that she would like to hear whatever questions, reactions, or recommendations the Task Force might have related to the four schools which have alternative school programs but are still racially impacted. The four schools are Oyler, Burton, Bond Hill, and Rockdale. Neighborhoods and needs should be considered, as well as your definition of alternative schools.

Louise Spiegel said that she would provide a light supper for the Task Force members so that the October meeting can start earlier.

Mr. Seitz then adjourned the meeting. The next Task Force meeting is scheduled for October 7, 1985, in the University of Cincinnati Library, Room 641, at 6:30 p.m.

APPENDIX K

Walnut Hills High School
Minority Acceleration Program (MAP)

Student Selection Process

1. Teachers of four main academic sections (Math, English, Social Studies, Science), plus Latin, are asked to make recommendations of students with problems.

   1st contact - end of second week of school;
   eight week "rolling" identification;
   end of ten weeks - final identification (October 21).

2. First selection:

   All students with three recommendations.
   (Rule for passing -- Math, English, plus one other.)

3. Stanines, other information reviewed.

4. Thirty-one selections made for seven teachers (5 to 7 students each).
   Balance of list held as control group.

5. Tests administered:

   A. Diagnostic (Scholastic Testing Services)

      - Study Skills
      - Math
      - Language Arts (English)

   B. Learning Styles Profile (NASSP)

6. Faculty meeting information session.

7. Begin program.

Supplemental and preceding the MAP Program is the Walnut Hills High Summer Program, called "Academic Bridge." Approximately one-half of the 7th graders (200 of the 400) attend this (6 year old) preparatory program, 2 hours per day for 3 weeks, just prior to the opening of school.

Information about the students who are a part of this program cannot be used for student selection, however, because the program directors consider such information confidential, with the potential to influence teacher's judgment adversely. Not even the names of those 7th graders who opt to attend are available.

AP/ras
10/22/86

Title: Minority Acceleration Program (MAP)

Proposal Developer: Ward Ghory and MAP Steering Committee, Walnut Hills High School

Abstract: Historically, 8%-16% of the students who enter grade 7 at Walnut Hills do not persist into grade 8. Proportionately, nearly twice as many Black pupils withdraw compared to White pupils. This acceleration program organizes four kinds of support for at risk 7th graders: teacher-advisers, tutoring, study skills development and summer school programming.

Goals and Objectives:

1. Which school district goal would this program support?

   1.06 Improve achievement of students at risk.
   1.09 Improve delivery of instructional and support services to students at risk and failed students.
   2.06 Implement the Bronson settlement.

2. What are the specific objectives of the program?

   Goal: to reduce overall and minority attrition rates from grade 7 to 8 at Walnut Hills.

   Objectives: to retain to grade 8 seventy-five percent of the high risk target population served by the program;

   to even attrition rates of white and black pupils.

3. Indicate the precise ways this program will support the district goal.

   Adjustment, maturity, academic organization and skill deficiency problems of at risk 7th graders will be addressed in small teacher advisory groups with personalized counseling and tutoring support. Strategies of effective parenting for increased achievement will also be shared in a series of informal student/parent get-togethers. Follow-up summer school programming will be organized, with scholarships available. These activities should increase achievement of at risk students and positively affect the Taeuber Index by retaining minority students at Walnut Hills.

4. How is this program unique and how could it be replicated in other schools?

   Teacher advisory groups for an at risk target population are a unique application of a familiar concept. The special goal of a Walnut Hills diploma is shared by all parents enrolling students here. It offers a unique incentive for a school-home partnership to develop the personal and academic skills students need for success. However, any secondary school with a study hall organization could invite teachers to volunteer for a duty period of this nature.

PROGRAM ACTIVITIES AND RESOURCES

The MAP Steering Committee will select from volunteers eight teachers as tutor/advisers: one for each of the seven periods (exclusive of lunch) that seventh grade students have study halls, and one for before/after school. At-risk students will be identified through a two-stage process of academic teacher nomination and follow-up interviews, including parent consent. Students from traditionally at-risk groups (Blacks, Appalachians) will be given priority in proportion to previous attrition rates. Each tutor/adviser will be assigned five to seven students, so that 10%-13% of the seventh grade class will be served. These students will be pulled from their study hall on a regular basis for small group or individual work in the tutor/adviser's classroom. Based on skills testing, an acceleration plan will be made and implemented for each student. Evaluation will be based on student progress and overall retention rates.

Tutor/advisers will: establish regular telephone contact with parents, building a team approach; assist with study and organizational skills; tutor on specific academic skills; act as a liaison with other faculty in support of advisees; meet with advisee parents in evening workshops; contact elementary school teachers for further information on advisees and to provide feedback on progress; keep records as necessary for evaluation; participate in inservice and team meetings after school. Peer tutors will also be selected from upper class minority and other students to assist tutor/advisers. Tutor/advisers will receive supplemental contracts to support after-school telephoning, group meetings, inservice training and evening workshop participation. Peer tutors will be paid at minimum wage.

PROGRAM ORGANIZATION

In addition to the role of tutor/adviser, additional supplemental contracts are needed for program organization. These can be accepted either by tutor/advisers, or by other faculty and staff who are interested in making the program work but unable to tutor. The supplemental contracts related to program organization insure that specific tasks will be thoroughly researched and completed by a teacher specializing in each task.

The MAP Teacher Coordinator is responsible for overall program organization, budget, payroll, teacher training and team leadership. He/she reports to the principal or his designee. Three "major" (20 hours) organizational supplemental contracts are for program evaluation, testing coordination and study skills workshop organization. The evaluator organizes record-keeping and research, producing an annual and interim report about accomplishment of objectives. The testing coordinator is responsible for selecting, scoring and reporting diagnostic and summative skills testing for each student. The parent workshop organizer arranges a series of informal evening get-togethers for teachers, parents and students to learn strategies that parents can use at home to support learning. Two "minor" supplemental contracts (10 hours) are also needed: the first for student selection and peer tutor recruitment; the second for developing a study skills curriculum for use by all tutor/advisers. Finally, the MAP Steering Committee will voluntarily continue to meet, acting as an advisory board for the program.

K-4

BUDGET

Seven Tutor/Adviser Supplemental Contracts			
Group Meetings	1 hour every 2 weeks	16 hours	
Parent Telephone Calling	1 hour per week	32 hours	
Parent Workshops		6 hours	
		54 hours @ $14.05= $758.70 x 7	
			$5,310.90
One Tutor/Adviser Supplemental Contract (before/after school)			
3 hours/week x 32 weeks @ $14.05= $1348.80 plus $758.70 (cf. above)			$2,107.50
Inservice Training	10 hours @ $15.10 x 8		$1,208.00
Three "Major" Organizational Supplemental Contracts		60 hours @ $14.05	$ 843.00
Two "Minor" Organizational Supplemental Contracts		20 hours @ $14.05	281.00
One MAP Teacher Coordinator	2 hours/week x 38 weeks @ $18.54		$1,409.04
Fringe Benefits for above @ 16%			$1,785.51
Eight Peer Tutors	20 hours @ $3.35/hour		$ 536.00
Twenty Summer School Scholarships @ $50/student			$1,000.00
		Year One Total	$14,480.45

A two year pilot project is proposed to replicate and refine successful techniques and to track the original group's progress to grade 9. Since Walnut Hills is not eligible for other entitlement funding (DPPF, Chapter 1, Vocational Education, UEDP), Chapter 2 is the only source for supplemental funds for a program of this sort.

MAP Steering Committee Members

Paul Amspaugh
Eugene Cash
Roz Fuller
Ward Ghory
Marlene Jason
Sam Jenike
Theresa Norris
Adoria Perkins
Donna Perzigian
Regine Ransohoff
Gwen Walker
Henry Wehrheim
Ken Williams

PRINCIPAL

AREA DIRECTOR

K-5

Cincinnati Public Schools
WALNUT HILLS HIGH SCHOOL
3250 VICTORY PARKWAY
Cincinnati, Ohio 45207

October 15, 1986

Dear Parent:

This year at Walnut Hills High School a new program will be introduced to help seventh grade youngsters who have received three or more mid-term failure notices get additional study skills assistance from faculty members in various academic areas.

In order to qualify, your child will be asked to give up his study hall time and, perhaps, make other minor scheduling changes.

He will be working with a certificated teacher and no more than five other seventh grade students during that period. As the year progresses, the student and the teacher will work together to define and develop those skills which will contribute to success at Walnut Hills.

The program will be called the Minority Acceleration Program.

If you are interested in having your child be considered for this special assistance, please inform me in writing by Monday, October 20,1986.

Sincerely,

Judith E. Griffith
Student Selection Chairperson

K-6

CINCINNATI PUBLIC SCHOOLS
WALNUT HILLS HIGH SCHOOL
3250 VICTORY PARKWAY
CINCINNATI, OHIO 45207

To be revised

M.A.P. CONTRACT

I. I understand that

A. the purpose of this program is to accelerate and enrich minority educational experiences for selected seventh-grade students

B. the reason I am in this program is that I want to improve my academic achievement at Walnut Hills

C. my expectations of the program are that assistance and tutoring will be given to me in study skills and academic areas.

II. I agree to

A. report daily to my teacher/tutor
B. complete all tasks assigned by all my teachers and tutors
C. work to the best of my ability at all times

III. I understand that if I do not follow this contract

A. I lose the privelege of this acceleration and enrichment
B. I go back to study hall
C. I am no longer a part of MAP

I have read this contract. I understand it. I agree to abide by its terms.

Student Signature________________________________

For parents :

I have read the above.
I agree to support the Minority Acceleration Program.
I agree to monitor my child's academic progress.
I understand that if my child does not uphold his part of the contract, he will no longer be a part of MAP.

Parent Signature____________________________

K-7

MAP

Student Name______________________________ Date Entered__________

Address____

Parents' Names____

Work Place(s)/Address(es)___________________________________

____

Phone Numbers/Best Times____________________________________

Elementary School____

Elementary School Contacts__________________________________

____

Test Scores____

____

Walnut Hills Schedule/Teachers' Names   Homeroom________

Period	1st Quarter Subject (grade/abs)	2nd Quarter Subject (grade/abs)	3rd Quarter Subject (grade/abs)	4th Quarter Subject (grade/abs)
1				
2				
3				
4				
5				
6				
7				
8				

Problems (e.g., specific school subjects, health, home, substance abuse, attitudes/feelings/social, school supplies, homework completion, basic skills, study skills, etc.)

Description	Solution/Plan

Problems (continued)

Description	Solution/Plan

Anectotal Record

Codes:

SC	Student conference
PP	Parent contact by phone
PC	Parent conference
TC	Teacher conference
CC	Counselor conference
S	Special/Other contact
T	Tutor

Date/Elapsed Time	Code	Description/Outcome

Anecdotal Record (continued)

Date/Elapsed Time	Code	Description/Outcome

Brenda Brown

EVALUATION TASK MANAGEMENT PLAN
1986-87

Here are a couple
of copies of the evaluation
timeline I submitted.
Don't worry about small
discrepancies. We'll
adjust things, if
needed, as we go along.

PROJECT AREA ECIA CHAPTER 2

PROJECT TITLE MINORITY ACCELERATION PROGRAM - WALNUT HILLS

EVALUATOR KATHY HELLMANN

	EVALUATION TASK	PERSON RESPONSIBLE	COMPLETION DATE
1.	Provide evaluator with description of selection process. It should include: names of students, IDs, race, sex, and selection criteria for both control and treatment groups.	Brenda Brown (Julie)	End of October
2.	Provide evaluator with description of tutoring process.	Branda Brown	End of October
3.	Design pre and post student surveys. Initial survey should include items related to: attitude toward identification for participation, attitude toward Walnut Hills, and self-assessment of study skills. The end-of-year survey should post test the same items and include additional items on the effectiveness of MAP, tutoring, teacher advisors, etc.	Theresa Norris	Initial Survey October Final Survey - January
4.	Design one parent survey. Survey should include items related to: attitude toward participation, effectiveness of tutoring, helpfulness of teacher advisor contacts, benefit of parent workshops, etc.	Theresa Norris	January
5.	Design teacher survey. Survey should include items related to: effectiveness of improving study skills, benefit of parent teaming, and success of MAP program in identifying students for participation.	Theresa Norris	January
6.	Survey all students who withdraw to determine reasons for withdrawal.		Submit results quarterly.
7.	Submit to evaluator record of tutoring sessions including: number of sessions, number of tutors, hours of treatment, IDs of students served, etc.	Theresa Norris	Quarterly

JLL
October 1985

EVALUATION TASK MANAGEMENT PLAN
1986-87

PROJECT AREA ECIA CHAPTER 2

PROJECT TITLE MINORITY ACCELERATION PROGRAM - WALNUT HILLS

EVALUATOR KATHY HELLMANN

EVALUATION TASK	PERSON RESPONSIBLE	COMPLETION DATE
8. Submit to evaluator record of parent workshops including: names, number of participants, description of activity, etc. In addition, the record of parent contacts should be submitted.	Kathy Brown	Quarterly
9. Submit quarterly attendance data for MAP participants to evaluator.	Ward Ghory	Quarterly
10. Compile survey results.	Kathy Hellmann	May
11. Compare grade point averages and attendance figures quarterly.	Kathy Hellmann	Quarterly
12. Submit to evaluator pre and post diagnostic scores.	Donna Perzigian	May
13. Submit to evaluator IDs of all retained and withdrawn 7th grade students, effective June 1986.	Brenda Brown	June
14. Correlate parent participation data with attrition data.	Kathy Hellmann	June
15. Complete evaluation.	Kathy Hellmann	July

JLL
October 1985